

Stoke Gifford Pre-School

Poplar Rooms, North Road, Stoke Gifford, Bristol, Avon, BS34 8PE

Inspection date

23/04/2014

Previous inspection date

17/05/2010

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision requires improvement

- Children are happy, very confident and motivated to play and learn as they develop close bonds with staff who enjoy being involved in their play.
- Staff know the children well and regularly assess and plan for their individual learning and as a result, all children make good progress from their starting points.
- Staff establish successful partnerships with parents which help to support children's individual needs well, including children learning English as an additional language.

It is not yet good because

- The provider has failed to notify Ofsted of changes to the committee members and failed to obtain disclosure and barring checks for all committee members.
- Staff do not always make the most of opportunities to extend children's learning further by fully promoting children's curiosity and exploration. For example by providing magnifying glasses and discussing size when studying nature.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children and staff during activities both indoors and outside.
- The inspector carried out a joint observation of an activity with the leader.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector sampled documentation including policies, accident book, staff files and children's records.
- The inspector spoke to parents to obtain their views.

Inspector

Karen Allen

Full report

Information about the setting

Stoke Gifford Pre-School registered in 1969. It is managed by a committee of parents and serves the local community of Stoke Gifford. The pre-school has sole use of the hall and some outside facilities during the pre-school sessions. They are registered with Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The pre-school is open from 9.15am to 12.15pm daily during school terms. They accept children aged between two-years-nine-months and five-years old. There are currently 29 children on roll, attending a variety of sessions. The pre-school support children with special educational needs and/or disabilities, and children speaking English as an additional language. The pre-school employs five members of staff. All hold recognised childcare qualifications at level 3 and the leader also holds a teaching certificate. The pre-school is in receipt of funding for the provision of early education. They achieved the South Gloucestershire quality assurance award in May 2009. Partnership arrangements are in place with St. Michael's Primary school.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- maximise opportunities to further extend children's learning experiences.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

All staff have a good understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. They implement the educational programmes successfully to promote the children's learning in all areas. Consequently, children are making good progress in their learning and development. Staff gather information about the children's individual interests, dislikes and needs before the children attend. They spend time observing what the children can do and record the information clearly in the children's individual learning journeys. Staff use these assessments effectively alongside the children's current interests, to track their progress. As a result, staff are able to identify any gaps in children's learning and can then plan activities to target specific areas of learning. For example, they have recently organised small group activities to focus on children's speech and language and turn taking skills. Key persons keep parents well informed about their children's progress through daily discussions on collection. Parents are able to borrow resources such as dual language books, and staff offer ideas on ways they can further support their child's learning at home. Staff encourage parents to record their child's achievements at home in their

learning journeys, on summative assessment and home learning sheets. This helps parents to feel fully involved in their child's learning.

Children are very confident and enthusiastic learners. They enjoy coming to the pre-school and quickly settle and get involved in their chosen activities. Children interact well with both adults and their friends, as they move purposefully around the pre-school. They are able to independently select a broad range of toys and equipment which is attractively stored at child height within the play room. Children understand that they can ask staff for additional resources from the wide range available in the cupboard, such as doctors' kits when they want to become doctors and nurses. This helps to support their independent learning well. Staff foster children's imaginations well as they engage in pretend play. For example, staff are willing patients as children use bandages and other medical equipment to make them feel better. Staff teach children the correct word for items such as 'stethoscope' and 'heart monitor' which helps to extend children's vocabulary. Children select their own dressing-up clothes and find additional resources during activities to enhance their creativity and imagination. For example, they become police officers and use paper and pencils to take notes, telling their friends that they need to share the toys. Staff interact positively with children, increasing their learning through their involvement. Children are able to access internet books, electronic toys and a good range of other ICT equipment which helps to promote their technological awareness.

Overall, teaching is effective in supporting children's developing communication and language skills. Children are confident communicators and demonstrate good listening skills during the planned group activities. For example, children listen to stories with increasing attention and staff encourage them to join in with repeated refrains. Staff ask a good amount of open questions to help children to think. For example, they wondered what was in the hatched egg they found in their garden. Children eagerly respond with their ideas such as 'a robin', 'a dinosaur', 'a baby bird'. However, staff miss the opportunity to extend children's learning further by discussing the concept of size in relation to these animals and the egg. Staff support children who learn English as an additional language well, by using sign language, visual images and key words in their home language and dual language books. This effectively helps children to develop friendships and gain a good command of English in readiness for school. During music activities staff are positive role models, joining in with action songs, stretching their arms, jumping up and down and clapping their hands to promote language and physical development. Children enjoy these activities and laugh as they sing, dance and wiggle their bodies to the rhythms.

Staff promote children's confidence well. Children take it in turns to perform their favourite songs in front of the whole group. Staff give the children lots of encouragement and praise and the children applaud their peers enthusiastically after each performance. This helps to boost children's self-esteem very well. Staff provide good opportunities for children to develop a positive awareness and respect of people's differences as they explore the local community, wider world, their own cultures and beliefs as well as those of others. Children benefit from singing songs, counting and listening to stories read by parents in different languages.

Staff promote children's mathematical development effectively during outside play activities. For example, counting together the number of steps that children take as they

walk across the balancing log. Children are fascinated when they find snails outside and staff encourage children to count them, compare sizes and examine the pattern on their shells. Children listen well to instructions and show care as they handle the snails and flowers that they find. However, staff do not always make the most of the outdoor environment to further enhance children's exploratory play. For example, children do not have easy access to magnifiers when they are examining the snails and flowers to fully extend their learning experience.

Staff provide a writing table and resources so children can experiment with various tools to develop their mark making skills. Children enjoy a wide range of creative play activities and experiences including play dough, paint, sand, water, gloop, and cooking activities. This helps children to use their senses to develop an awareness of different textures. Children work together with their friends, for example negotiating how to build and fix the marble run together. They enjoy the challenge of using real tools to hammer metal pins into cork boards as they create their own patterns and designs. These activities effectively support children to develop their hand to eye coordination and small muscle control.

The contribution of the early years provision to the well-being of children

Children are happy and form good relationships with staff and other children due to the effective key person system. All children have a key person whose role is to focus on meeting their care needs, liaising with their parents and completing their learning journey. Staff gather a wealth of information from parents about their children's individual needs before they attend, as they are settling in and as an ongoing part of communication. As a result, the staff know the children well and meet their individual needs, including health, dietary and cultural requirements and preferences. Children talk openly with staff and visitors as they share their ideas. This demonstrates that children feel safe and secure and are relaxed in the pre-school environment.

Children are encouraged to be increasingly independent, for example staff support children in learning to put their coats on by themselves when going outside. Staff work well with parents to toilet-train their children and children know the routines to wash their hands before eating which helps to promote their self-care skills. Children pour their own drinks with confidence at snack time, taking care to wait their turn. They take responsibility for helping to tidy away toys into the labelled containers after use. Children hang their belongings on their coat peg in the cloakroom area and engage in self-registration when they arrive. This helps the children to develop good skills for the future and supports them in readiness for school. The pre-school environment is bright and welcoming and provides children with a good range of clean, good quality resources. Staff display children's named artwork attractively on the playroom walls. This successfully supports children's sense of belonging and emotional well-being.

Children's health is promoted well. The staff work with parents to provide healthy snacks, consisting of fresh fruit or vegetables and a form of carbohydrate. All children benefit from daily fresh air, physical exercise and active play to promote their fitness and physical development. Children have many opportunities to practise their physical skills. For

example, they practise their climbing and balancing skills using the large play equipment. Staff promote children's safety as they play. They make sure that all children understand how to evacuate the building quickly as they practise regularly. Staff teach children about road safety during outings when they walk to the local park, train station and bus stop. Most children behave well at the pre-school, for example, they know that they need to walk indoors as calm staff, gently but firmly, remind them. Staff support children to use good manners during their play and daily routines and remind them that they need to share the toys.

The effectiveness of the leadership and management of the early years provision

The provider has failed to notify Ofsted of changes to the committee members and obtain disclosure and barring checks for all committee members. It is a legal requirement to do so. This means Ofsted has not been able to carry out the required suitability checks on committee members to ensure they are suitable to have contact with children. However, this does not have a significant impact on the learning and development of children, or on children's safety and well-being. This is because the committee members do not have unsupervised contact with children during the pre-school session.

All staff have a secure understanding of the Statutory framework for the Early Years Foundation Stage. The recruitment, supervision and training of staff has a strong focus on safeguarding. This involves checks to determine the suitability of staff to work with children. Volunteers do not have unsupervised contact with children or attend to children's personal care needs. All staff attend safeguarding and first aid training regularly to keep their knowledge and skills updated. Consequently, staff are clear about child protection issues and know the procedure to follow if they have any concerns about a child in their care. Documentation and records to support children's safety and welfare are easily accessible and kept secure. Parents are made aware of the pre-school policies and procedures before their children first start and there are copies of all policies on display for them to read at any time. Children benefit from a safe play and learning environment because staff carry out daily checks to identify and minimise any hazards. For example, checking the outside area is clean and safe before children play outdoors on the grass and large play equipment. Visitors are required to sign in and out of the premises and must show their identification on arrival.

The staff team work together very well and the staff are deployed effectively to support children's individual needs. Ongoing discussions, alongside regular staff meetings, means there is good information sharing between the staff. The staff implement self-evaluation procedures to identify priorities for further development to raise standards in the pre-school. As a result, changes have been put in place that improve the outcomes for children and drive improvement across the pre-school. All staff are included in the evaluation process and the leader also seeks the views of parents and children when evaluating the pre-school. Parents comment positively that 'staff are brilliant, they really care about children and are so knowledgeable' and there are 'lots of interesting activities that really stimulate the children'. They state that there are 'excellent settling in systems'

and that they are 'very, very pleased' with the pre-school. This means that the views of all users are being valued to further drive improvement.

Partnerships with parents are strong and all parents are fully involved in all aspects of their child's learning. Staff keep them well informed through regular verbal discussions with their key person, the learning journeys and written summaries of learning. They also have regular opportunities for more formal meetings at mutually convenient times. Parents receive good information about the provision through access to the pre-school website, the parent welcome pack, newsletters and weekly postings on a social networking site. Staff work in partnership with parents and other professionals to make sure that children receive any additional support required. They link with other early year's settings that children attend through use of letters and written summaries of children's learning and development. This helps to provide continuity for children's care, learning and development. The pre-school have developed good links with the local primary school and the pre-school children visit the reception class during the term before they start school. This helps to prepare children for their move onto school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- put in place effective systems that must include obtaining a disclosure and barring check, to ensure that the management committee are suitable to work with children (compulsory part of the Childcare Register)
- inform Ofsted of any changes to management committee members (compulsory part of the Childcare Register)
- put in place effective systems which must include obtaining a disclosure and barring check, to ensure that the management committee is suitable to work with children (voluntary part of the Childcare Register)
- inform Ofsted of any changes to management committee members (voluntary part of the Childcare Register)

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	136089
Local authority	South Gloucestershire
Inspection number	842985
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	24
Number of children on roll	29
Name of provider	Stoke Gifford Playgroup Committee
Date of previous inspection	17/05/2010
Telephone number	07772546321

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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