

Greens Norton Pre-School

Greens Norton C of E Primary School, Calvert Road, TOWCESTER, NN12 8DD

Inspection date

Previous inspection date

25/04/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

| | |
|----------------------------------------------------------------------------------------|---|
| 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 | 2 |

The quality and standards of the early years provision

This provision is good

- Overall, the quality of teaching is good because staff have a secure understanding of how children learn. Consequently, children are making good progress given their starting points and capabilities.
- Children are happy, confident and quickly settle in this caring pre-school. They form strong attachments with all staff members, which supports their emotional well-being.
- Management and staff fully understand their roles and responsibilities in relation to child protection procedures in the event of a concern about a child in their care. Therefore, children are fully safeguarded.
- Successful partnerships with parents and other childcare setting results in an integrated approach to children's care, learning and development. This is because all adults share purposeful information, which ensures children's individual needs and ongoing development continues to be met.

It is not yet outstanding because

- There is capacity to improve children's spontaneous movements between the indoor and outdoor environment, and to develop the range of activities and resources provided outdoors to enable all children to fully express and extend their own play and ideas. Consequently, learning opportunities are not always as fully maximised as at other times.

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.

Inspection activities

- The inspector had a tour of the premises during the inspection.
- The inspector observed activities in the pre-school classroom and the outside environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager and deputy of the pre-school.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the pre-school's own parent survey.

Inspector

Ann Austen

Full report

Information about the setting

Greens Norton Pre-School was re-registered in 2013 on the Early Years Register. It is privately owned and situated in a designated classroom within Greens Norton Church of England Primary School in the village of Greens Norton, Northamptonshire. The pre-school serves the local area and beyond and is accessible to all children. Children have access to one designated classroom and there is a fully enclosed area available for outdoor play. The pre-school employs four members of childcare staff. Of these, three members of staff hold appropriate early years qualifications at level 2 and above. The pre-school opens Monday to Friday during term time only. Sessions are from 9am until 12 noon. Children attend for a variety of sessions. There are currently children 20 attending who are in the early years age group

What the setting needs to do to improve further

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

- enhance children's outdoor learning: by improving opportunities for children to move spontaneously between the indoor and outdoor environment, and extend the range of outdoor activities and resources to enable all children to further initiate and extend their own play and ideas.

Inspection judgements

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

The quality of teaching is consistently good. This is because the manager and staff understand how to promote children's learning and development in readiness for the next steps in their learning, including school where appropriate. Staff sensitively join in the children's play and help to extend the children's learning by asking appropriately challenging questions, which encourages them to think and respond. For example, children are actively encouraged to count the eggs they have made out of the dough and to think about how many eggs they will have if they add one more egg or take one egg away. As a result, children's mathematical knowledge is effectively challenged and extended. In addition, staff encourage children to recognise the written numbers on the number squares and to identify different shapes during painting activities. These quality staff interactions also support children to persist at their chosen tasks. Children celebrate cultural traditions, such as the Chinese New Year and effective use is made of the local environment to broaden children's range of experiences. For example, children visit the local church and the community 'Jubilee gardens'.

Staff interactions are consistently positive and cheery. They use their skills to teach

children. For example, children are shown how to use the scissors correctly and staff demonstrate how to manoeuvre the hoops in a variety of ways while playing outside. As a result, children enthusiastically try to roll the hoops to one another and use the hoops to 'hula hoop'. Additionally, staff support children to develop their early literacy skills. Older children are encouraged to write their name and to say the sound associated to the letters. Children make independent choices about their play and seek out their friends to share experiences. For example, children freely chat to each other as they play at the sand tray using animated language as they talk about what they are doing. Children sit well when they listen to stories; they answer questions and repeat familiar phases. Additionally, children's interest is sustained because staff effectively alter their tone of voice to differentiate between the different characters. Children enthusiastically sing songs, such as 'Tommy thumb, Tommy thumb where are you' and enjoy games, such as 'Simple Simon says'. As a result, children learn to listen and follow instructions. Children enjoy playing in the outdoor area and have access to appropriate equipment, which enables them to develop their physical skills. For example, children climb on the climbing apparatus and rock their bodies on the rocker. However, staff do not always consistently plan a wider range of activities or provide sufficient resources to enable children to fully explore, build and role play within this environment. Additionally, staff do not always fully maximise opportunities for children to move spontaneously between the indoor and outdoor environment. As a result, learning opportunities are not always fully maximised at this time.

Staff successfully engage parents in their child's learning and development and communication throughout the pre-school is friendly and purposeful. Starting points for children are established using information from parents, before a baseline assessment is completed by key persons. Staff subsequently observe children during their play and use this information to plan interesting and varied activities across the seven areas of learning. Additionally, a secure tracking system is used to track and monitor children's progress over time and staff successfully complete the progress check at age two, so that they are aware of children's progress at this stage. Staff value the voice of the child and effectively develop their interests. For example, staff provide additional resources to support children's imagery play as they pretend to repair the space ship and have a picnic on the moon. Parents receive regular updates on children's progress, can talk to their child's key person daily and are invited to consultation evenings. Additionally, parents receive a written summary of their child's development across the seven areas of learning. Parents are actively encouraged to support and to share information about their child's ongoing learning at home. For example, parents post their comments on the 'well done' board.

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

Children are happy and confident. They demonstrate that they feel safe and secure and develop strong attachments to the staff, which supports their emotional well-being. For example, children naturally include staff in their play and older children are confident to initiate conversations and ask the staff for additional resources to support their play and ideas. Additionally, all children are allocated a key person. This supports the settling-in procedures and helps to enhance partnerships with parents. Information is obtained at the

start of the placement about children's daily routines, favourite toys and any known medical and dietary requirements. This promotes continuity in the children's care and supports their continual well-being. Settling-in sessions are offered and parent support is provided through reassurance and daily communication once their child has started at the pre-school. This enables children to grow in confidence and self-esteem. Parents report that children settle well into the pre-school when they first start. Staff effectively prepare and support older children as they move onto to other early years settings and into Reception class at school. For example, staff support children's interacts with their peers and other adults and successfully use the group story time to develop their listening skills. Staff encourage children to take their turn during games together and develop their confidence to share their news. In addition, staff actively support children to develop their independence through everyday tasks. For example, children are able to select and put on their own coats before outdoor play. Additionally, children learn to take responsibility. For example, children are encouraged by the staff to help tidy away the resources at the end of the session and help to wash up the cups and bowls after snack.

Staff are friendly and create a welcoming and safe environment. They are deployed effectively in order to supervise the children and ensure their safety. Staff know how to deal with safeguarding issues and develop children's awareness of safety and how to stay safe. For example, children are taught how to use the scissors safely and that too much sand on the floor can make the floor slippery and dangerous. In addition, children are taught how to cross road safety during outings around the local community. Accurate records are maintained of any accidents or any medicines administered. Staff encourage children to talk about their emotions and how they are feeling. They take time to listen and explain why certain behaviour is unacceptable and find out what may have gone wrong when children become upset. Consequently, children are learning to share, take turns and be kind to one another.

Children engage in regular active play in the fresh air. For example, children jump in the puddles on a wet day and roll the hoops to one another in the adjoining school playground. Staff members are clear about children's special dietary requirements, preferences and allergies, which ensures their needs are met and respected. Healthy snack options are provided and snack time provides opportunities for social development. Additionally, staff successfully use this time to encourage good manners and to further develop the children's self-care skills and their sense of responsibility. For example, children pour their own drinks and show perseverance as they butter their own toast. Good hygiene practices are implemented. For example, staff use anti-bacterial spray to wipe the tables before snack and wear clean aprons to serve the food. This helps to prevent the spread of infection.

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

Management has a secure understanding of their responsibilities to meet the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. As a result, management and staff create an environment that is safe and

stimulating. Children are safeguarded well by caring and vigilant staff that have a clear understanding of the action to take should they have any concerns. The designated person has attended appropriate training and procedures to follow are displayed in the pre-school room and entrance area for easy reference. Management implements secure recruitment, vetting and induction processes for all adults who work with the children, or come into contact with them. For example, references are taken up prior to staff beginning at the pre-school and a record the staff's individual Disclosure and Barring Service checks are maintained. Staff provide a safe and secure environment for children through robust risk assessments and daily checks. As a result, children are unable to leave the premises unsupervised. Additionally, the adult to child ratios are high, which enhances staff to closely supervise the children at all times.

Management and staff demonstrates that they continue to be committed to the continual improvement of the overall quality of the provision. They effectively use reflective practice to improve existing practices and to develop new ideas. In addition, management welcomes support from local authority development workers with regards to improving practice. Staff are appropriately qualified for their roles and there is a strong team ethos. They demonstrate a secure knowledge and understanding of how to promote the learning and development of young children. As a result, the quality of teaching is consistently good and children continue to make good progress. Management successfully monitors the delivery of the educational programmes and has an accurate overview of the quality of teaching. Staff performance is monitored formally through supervision, observation of staff practice and appraisal. Professional development is encouraged. In addition, management has recently introduced peer-on-peer observations. As a result, the manager and staff are beginning to give feedback about the quality of their teaching and how improvements can be made.

Management and staff develop successful partnerships with parents. This ensures that children's care is consistent and that their development is effectively promoted. Parents and carers receive a good range of information in the pre-school prospectus about the organisation of the pre-school and the delivery of the educational programmes. They speak positively about many aspects of the pre-school. They comment that 'my child's pre-school setting is a safe and fun environment, with excellent staff providing the right tools to educate and prepare her for the step up to Reception class' and that the pre-school is 'friendly, warm and welcoming'. Partnerships with other providers who deliver the Early Years Foundation Stage are established. For example, children visit the Reception classroom and met the Reception class teacher at the adjoining school. This enables children develop their confidence and begin to form new relationships with other adults. Additionally, information about the children's care and learning needs is exchanged in order to provide continuity in the children's ongoing learning and development. The manager and staff team understand the importance of developing partnerships with external agencies. This ensures all children receive appropriate interventions and support as required.

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 | EY471232 |
| Local authority | Northamptonshire |
| Inspection number | 941363 |
| Type of provision | Sessional provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 25 |
| Number of children on roll | 20 |
| Name of provider | Hilary Anne Williams |
| Date of previous inspection | not applicable |
| Telephone number | 07761113828 |

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

