

# The Village Pre-School

20 Nettleton Drive, Witham St. Hughs, LINCOLN, LN6 9GF

## Inspection date

02/05/2014

Previous inspection date

09/05/2011

## The quality and standards of the early years provision

**This inspection:**

2

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 2

## The quality and standards of the early years provision

### This provision is good

- Children are confident and independent learners who form strong bonds with staff and develop positive self-esteem.
- Parents state that their child's learning and development is well supported and they are kept well informed about their child's progress.
- Staff support interesting and challenging experiences that meets the children's interests and learning needs well.
- The pre-school is led and managed effectively. The manager monitors the educational programmes and children's progress well and ensures staff are supported in their professional development.
- All staff have a secure understanding of their roles and responsibilities to safeguard children and implement daily safety checks to minimize hazards.

### It is not yet outstanding because

- Inconsistencies in staff deployment at snack time do not provide sufficient support for children's social communication and language skills.
- There is scope to increase the natural and open-ended resources for both indoor and outdoor play in order to encourage children to play and explore in different ways.

## **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 had a tour of the pre-school and held discussions with the managers.
- The inspector carried out a joint observation with the provider and manager.
- The inspector observed adult-led and free-play activities taking place in the playrooms and outside area.
- The inspector took into account the views of parents and carers spoken to on the day.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and the pre-school's self-evaluation and improvement plan.

## **Inspector**

Hayley Ruane

## Full report

### Information about the setting

The Village Pre-school was registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a community building in the Witham St. Highs, Lincolnshire. The pre-school serves the local area and is accessible to all children. There is an enclosed outdoor area attached to the premises. The pre-school employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and level 6, and two hold Early Years Professional status.

The pre-school opens Monday to Friday term time only. Sessions are from 9.30am until 12.30pm on Monday and from 9.30am until 2.30pm on Tuesday, Wednesday, Thursday and Friday. Children attend for a variety of sessions. There are currently 40 children attending who are in the early years age group. The pre-school provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- enhance opportunities to fully support children's skills in social situations, such as meal times, for example, by enabling staff to sit with children to support their developing communication and language skills
- increase the range of natural and open-ended resources for both indoor and outdoor play, such as shells, wood, stones and leaves in order to encourage children to play and explore in different ways.

## Inspection judgements

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

Children are excited when they arrive at the pre-school. Parents and children are warmly greeted by the staff so that they feel welcome. The pre-school is set out thoughtfully to engage children's interests. This provides children with a supportive and stimulating indoor and outdoor environment in which to learn and develop. All children are actively engaged throughout the day due to the widely varying resources and the good use of all areas of the pre-school. However, opportunities for investigating open-ended and natural resources are limited as these resources are not readily available. Daily opportunities to play in the purpose-built outdoor space, gives children further opportunities to take their learning outdoors and suits those children who thrive on learning outdoors. All areas of learning

are represented in the environment. During group time, staff support and extend children's literacy skills by introducing rhyming words, such as, 'sky' and 'fly'. Staff are also skilled at incorporating the interest of several children through one activity. For example, a member of staff follows children's lead to act out a story about a bear hunt. She supports a group of children to explore the storyline and asks open ended questions to support creative and critical thinking. Through this fun activity, the children learn to move in imaginative ways, for example hiding behind equipment and lifting their feet to pretend to walk through mud. This means that children use their imaginations and physical skills when moving around the outside area. There is an organised balance of child-initiated and adult-led activities on offer, whereby staff are deployed well in order to support children at all times.

The provider and staff have a thorough knowledge and understanding of the Statutory framework for the Early Years Foundation Stage. This results in good quality teaching and, as a result, children are making consistently good progress in their learning and development. An accurate tracking system makes sure a clear picture of children's progress is gained, along with further areas for their future development. Each child's next steps are skilfully planned by their key person and activities planned to cover all seven areas of learning. As a result, staff are able to accurately guide and plan for individual children's learning and development. Starting points for children's development are established using information from parents. Through discussion and settling in periods, children are able to form secure attachments with staff supporting children's social and emotional development. Children are confident, self-motivated and acquire good skills ready for school. Transition arrangements for the next phase of children's education is well planned for. For example, routines, such as, the tidy up time and goodbye song mirror practice that takes place at the school. Children visit the reception class and are invited to watch special events.

The progress check at age two includes parent's comments and informs them about their child's development in the three prime areas of learning. It is used well to identify any gaps in learning at an early stage so that swift action can be taken. Effective systems are in place to support children who speak English as an additional language and children with special educational needs and/or disabilities. Different languages are displayed around the pre-school to support children's understanding that print can be shown in different ways. Survival bags are in place and parents are kept well informed about their child's progress through daily discussions with their child's key person. The pre-school has a strong focus on literacy and the enjoyment of books. Home learning is enhanced by the library system where children borrow books to share with parents at home. This means that children's literacy skills are support to develop future learning.

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

Children clearly enjoy being at the pre-school in the warm and welcoming environment that is established. The key person system is effective and supports children to build relationships. Parents comment that their children are very happy and settled in the care of staff who know their children well. They show confidence in the staff, who meet and greet the families at drop off and collection times and help both children and parents to

feel valued and included. Parents are welcomed to stay to settle their child for as long as is necessary and, as a result, children settle quickly and separate from their parents. All children are gaining the skills and confidence which they need to be ready for the next steps in learning as they start school. Children are well prepared for their future learning at school. Staff encourage and support them to follow the same routines, such as wiggling fingers to gain concentration at tidy up time. They visit the school to become familiar with their new environment and children's learning journeys are passed on to school to ensure continuity of learning.

The environment is stimulating, well-resourced and welcoming. Staff give careful consideration to ensuring that children's social and emotional development needs are met thoroughly. This approach supports children to become confident and independent learners through a range of activities they can select from their play. Children can rest in quieter spaces or engage in more physically active play outside. Children have their own coat peg which displays their name, picture and drawing. They are encouraged to place their name on the display board as part of the registration process. Children's artwork is displayed throughout the pre-school to show it is valued and to further promote a sense of belonging. The staff are good role models and use positive techniques to managing children's behaviour. This impacts well on helping children to develop their cooperation during play by recognising the importance of sharing and taking turns. Furthermore, it helps to promote children's independence and builds their self-esteem and confidence. Consequently, children behave extremely well and are very helpful, kind and caring.

Children learn about keeping safe through staff who give clear explanations to them about possible risks. For example, children show they understand safety measures, such as not sitting on tables or being mindful of other children when running outside. A range of safety practices ensures that children are always kept safe. For example, a doorbell alerts staff to the arrival of visitors and staff complete a daily risk assessment to make sure areas and activities are safe before children arrive. Children's understanding of health is supported well. For example, physical exercise activities are planned into each week to help them learn about the positive effect of exercise. They enjoy healthy snacks, such as a variety of fruit. Staff encourage and support children to spoon the amount of fruit they want to eat into their own dish. This helps them to develop and understanding of portion control. Mealtimes are social occasions when children sit together to eat. However, although staff engage with children during this time this could be further enhanced by staff sitting with children to consistently support communication and language at this time.

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

Management have a good understanding of the safeguarding and welfare requirements and clear effective policies and procedures are in place in order to keep children safe. Children are protected well because staff have a clear knowledge of procedures to follow should they suspect a child is being abused. Robust recruitment procedures of new staff are embedded and include a well-supported induction period to confirm suitability to care for children. Accident and medication reporting systems are robust and effective, supporting children's well-being.

Parents are fully involved in their children's learning as staff regularly share information on children's progress and achievements. This is achieved well as parents attend consultation meetings and complete sheets in children's learning journals about likes, dislikes and favourite foods. The manager has a robust system in place for tracking and monitoring key person records to support children's next steps in learning and development. This allows children to reach their full potential. Assessments records are good and clearly show children's good progress through the planning of purposeful next steps in learning, which challenges children further. The special needs co-ordinator has a good knowledge and understanding of her role and responsibility. She ensures that the individual needs of all children are being met and every child is valued and supported. All staff are suitably qualified and receive regular supervision and appraisals to identify their level of practice and any training needs. The provider supports continuous professional development. As a result, staff have a good knowledge of the Statutory framework for the Early Years Foundation Stage and quickly identify improvements to benefit children.

The manager prioritises opportunities to welcome parents into the pre-school through their open door policy. Parents are encouraged to give feedback through discussion and a comments box, which allows them to make a contribution to the future of the pre-school and their children's provision. The pre-school has developed links with other providers where the care of children is shared by introducing link books to secure a two-way flow of information to support children's learning. The provider manages her pre-school well and continually works hard with the managers to develop the service they provide. Using a clear process of self-evaluation she accurately monitors the effectiveness of the pre-schools practices and procedures.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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

<b>Unique reference number</b>	EY347112
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	878299
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	28
<b>Number of children on roll</b>	40
<b>Name of provider</b>	Lynn Heath Graham
<b>Date of previous inspection</b>	09/05/2011
<b>Telephone number</b>	07986 225 701

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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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