

Glascote Heath Pre School

Glascote Heath Primary School, Silver Link Road, TAMWORTH, Staffordshire, B77 2EA

Inspection date	13/05/2014
Previous inspection date	18/11/2008

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		3
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

- Teaching is highly effective because staff skilfully ask thought-provoking questions which encourage children's lively and inquisitive explorations. This prepares children exceptionally well for their next stage in learning and school.
- Staff manage children's behaviour exceptionally well through their positive and kind approach, offering high levels of praise to ignite children's sense of pride and achievement. As a result, children develop their confidence and form positive relationships.
- The manager and key persons use their expert knowledge of how children learn and develop to support and nurture each child's emotional well-being and to enhance their progress.
- Partnerships with parents, teachers and other professionals are very strong and supportive. This ensures that children make rapid progress in their learning and receive timely support to meet their individual needs.

It is not yet good because

- The provider has failed to inform Ofsted of changes to the nominated individual and other members of the governing body. This is a breach of the safeguarding and welfare requirements.
- There is scope to extend parents' understanding of the importance for children to use their home language in their play and learning.

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 observed activities in the pre-school and conducted a joint observation of a group activity outdoors, with the manager.
- The inspector held discussions with the provider and the manager and spoke to a number of children present on the day of the inspection.
- The inspector looked at children's observation and assessment records and planning documentation, including early years summary reviews and progress checks at age two.
- The inspector checked evidence of suitability and qualifications of the staff, quality assurance records, self-evaluation arrangements and the provider's improvement plan.
- The inspector spoke to a number of parents to obtain their views and took account of the views of other parents from written information included in the provider's own quality assurance survey.

Inspector

Jayne Rooke

Full report

Information about the setting

Glascote Heath Pre-School was registered in 2006 and is on the Early Years Register. It is situated in Tamworth, Staffordshire and is managed by a committee. The pre-school serves the local area and is accessible to all children. It operates from a mobile classroom in the grounds of Glascote Heath Primary School and there is an enclosed area available for outdoor play. The pre-school employs 11 members of childcare staff. The majority of staff hold appropriate early years qualifications at level 3. The manager holds an appropriate early years qualification at level 4. The pre-school opens Monday to Friday during term time, from 9am until 3.15pm. Children attend for a variety of sessions, including the lunch club. There are currently 53 children attending, all of whom are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities and who speak English as an additional language. The pre-school is a member of a recognised professional organisation.

What the setting needs to do to improve further

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

- extend the already highly effective practice for supporting children and families, specifically regarding those who speak English as an additional language. For example, by enhancing parents' understanding of the importance for children to use their home language in their play and learning.

Inspection judgements

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

Teaching is highly effective due to the exceptional and lively interactions between staff and children. Staff continually demonstrate inquisitive and curious interest in children's individual abilities and skills. They skilfully ask questions which encourage children to listen carefully, work things out for themselves and to talk freely about their own interests and aspirations. For example, boys and girls show high levels of engagement in group games, such as 'What's the time Mr Wolf' and 'Duck, Duck, Goose'. This helps them to learn how to take turns, follow instructions and make decisions. Staff use their specialist skills exceptionally well to encourage children to communicate their own thoughts and ideas, using spoken words and sign-language gestures. This enhances children's communication and language development, within a vibrant and inclusive environment. The outdoor play areas are freely accessible to all children throughout the day, offering extensive opportunities for children to participate and develop the characteristics of effective learning. As a result, all children actively engage in a broad range of self-chosen and adult-directed activities, which help them to explore the natural world, be physically active and to use remote-controlled toys with increasing levels of competence.

Managers and key persons have an in-depth knowledge of how children learn and develop. They expertly observe and assess children to quickly identify their individual needs and next steps in learning. As a result, each child's 'learning journey' is specifically tailored to enhance their capabilities and to help them achieve to their best potential and beyond. For example, mathematical activities are carefully adapted to ensure that all children learn how to use numbers for counting and to organise objects by size, weight and shape. Where children are exceeding expected levels of development, staff skilfully introduce additional challenge by encouraging them to use real measuring tools to identify different lengths in centimetres. Staff continue to ask searching questions, such as 'what happens next?', 'how can you measure longer lengths?' and 'tell me how?'. This expands children's capacity to learn, discover and explore. Staff respond exceptionally well to children's spontaneous ideas, which ignites children's imagination and creativity. For example, they take time to listen to young children, who express keen interest in superhero role play. They actively encourage children to use a range of toys, equipment and other resources, such as cardboard boxes, to act out and communicate their own ideas. This significantly enhances children's confidence and helps them to develop their speech and language through incidental discussion. Books, stories, rhymes and songs feature significantly in the everyday environment, which enhances children's literacy and language development from an early age. Staff successfully plan stimulating and varied opportunities for children to engage in reading, either by themselves, with other children and/or with a member of staff. For example, when children visit the library in the primary school, they learn how to 'switch their ears on' ready to listen. Here children enjoy the pleasure of choosing and reading books and they join in animatedly with the staff, as they act out story sequences. Younger children benefit from small group story sessions, where they learn how to focus on pictures, words and rhyming sounds to tell a favourite story and to predict story endings. They concentrate intently, as they listen for familiar words and sounds and join in with high levels of enthusiasm and enjoyment, as they think about and describe the sounds of a river as the water 'splashes' and 'whooshes' along.

Managers and staff adopt highly effective practices, using authorised research methods, to support children's learning differences and special educational needs. However, there is scope to extend the already good practice for supporting children and families who speak English as an additional language. For example, by enhancing parents' understanding of the importance for children to use their home language in their play and learning. Managers and key persons share detailed information with parents and other professional partners to ensure that children's learning is consistently developed across the educational programmes. As a result, partnerships are very strong and children are very well prepared for their next stage in learning and school.

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

The provider has not taken steps to secure robust vetting procedures in-line with statutory regulations. However, managers and staff demonstrate a rigorous safeguarding approach in practice, which means that children's safety and emotional well-being is assured. For example, staff build exceptionally strong relationships with children from the onset. They get to know children very well through a series of introductory and home visits, before

children start to attend. This helps children to feel comfortable and safe in the company of others, as they learn how to play away from their parents. Key persons offer sensitive and caring support towards children, taking into account their unique characteristics and preferences. Consequently, children develop high levels of confidence and positively thrive within this supportive and nurturing environment. For example, pre-school children learn how to take responsibility for the safety of themselves and others, because they are involved in daily 'risk assessments', such as checking that gates are locked before they play outside. They learn to behave in a responsible and considerate manner, beaming with pride as they take 'lead responsibility' for escorting their group back to pre-school from the school library and as they choose a 'buddy' to walk back with. Children's behaviour is managed exceptionally well because staff demonstrate kindness towards children at all times. They offer copious amounts of positive praise to encourage 'beautiful sitting' and 'beautiful listening'. Children learn how to manage their own behaviour in a very supportive and consistent environment. For example, staff provide high levels of individual attention to help children learn how to follow expected rules and boundaries. This successfully enables children to form positive relationships and to adjust to changes of routine with confidence.

Staff promote children's awareness of the importance of leading a healthy lifestyle exceptionally well. They actively engage children in activities and projects, indoors and outside, which help them to learn how to grow, produce and prepare nutritious food for their snack and main meal. Children's understanding of healthy eating and safe behaviour is further enhanced, as they handle real utensils for peeling and cutting their fruit, vegetables and salad ingredients. They remain under close supervision by a member of staff, to ensure that they develop their skills in a safe environment. In addition, children show high levels of independence in their self-care, as they learn how to attend to their own routine needs. The pre-school environment is exceptionally well managed, to ensure that all children benefit from active play and fresh-air, along with periods of quiet and rest. This successfully promotes children's healthy growth and development.

Key persons are exceptionally well informed about the children in their care. They use their childcare expertise very well to support and nurture children's emotional well-being. They share relevant and timely information with parents and each other about all aspects of a child's routine and development. This ensures that children approach new situations with confidence, as they move between home and other settings.

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

The provider has failed to inform Ofsted of changes to the nominated individual and other members of the governing body. This is a breach of the safeguarding and welfare requirements of informing Ofsted within 14 days. However, children's safety and well-being is not compromised, because managers and staff in the pre-school have a secure understanding of how to protect children from harm and abuse. For example, the nominated individual and members of the governing body do not have direct or unsupervised contact with children at any time. Managers and staff have completed extensive safeguarding training to alert them to the signs and symptoms of abuse. They

follow clear policy guidelines to advise parents of the safeguarding procedure and to refer any concerns about a child's well-being to the relevant agency. Newly appointed staff and trainees complete a timely and informative induction procedure, which helps them to understand this important aspect of their practice. Records of Disclosure and Barring Service checks are kept to show that all staff have been suitably vetted by an authorised agency. The provider is in the process of updating all records relating to each registered individual to ensure that all of the necessary information is current.

The manager has an extensive knowledge of the learning and development requirements. She monitors the educational programmes exceptionally well to ensure that learning is purposeful and fun for all children. Staff skilfully interact with children to ignite their enthusiasm for learning. As a result, children make rapid progress towards the early learning goals.

Self-evaluation is comprehensive and gives a clear view of the key strengths of the pre-school. For example, staff have successfully established differentiated groups, enabling them to focus directly on children's individual learning styles and interests. They engage parents as active participants in their child's learning, by encouraging them to share 'next steps' activities and games with their child at home. This enhances children's progress. For example, parents comment that their child's level of concentration and communication is greatly improved. The manager has successfully introduced ideas to enhance the provision further, with specific regard to children's active learning and partnerships with parents. Recommendations from the previous inspection have been successfully addressed. As a result, parents contribute to a healthy eating service which encourages children to make very healthy choices about what they eat. Children's learning is very play-based and staff maximise opportunities to extend spontaneous and planned learning. They listen carefully to children and give them time to recall and reflect on what they have learned, through individual and circle time discussion. Consequently, children's communication, language and literacy development is enhanced. Partnerships with parents and other professionals are highly effective in securing children's future progress at an early stage, through positive and timely interventions.

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	EY333908
Local authority	Staffordshire
Inspection number	862586
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	53
Name of provider	Glascote Heath Pre school Committee
Date of previous inspection	18/11/2008
Telephone number	01827475000 or 475006

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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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