

Potton Pre-School

Next to Potton Lower School, Everton Road, Potton, SANDY, Bedfordshire, SG19 2PB

Inspection date	20/05/2014
Previous inspection date	17/05/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 motivated and excited about their play and learning because practitioners' caring, enthusiastic approaches create a positive environment.
- Practitioners have a confident knowledge of the Early Years Foundation Stage and use strong teaching techniques. They effectively use assessments of children to inform the planning of activities that support children in making good progress.
- Practitioners work well together, exchanging information and evaluating activities and their daily practice. As a result, children receive consistent care and their safety, welfare and development are promoted well.
- Practitioners build strong partnerships with parents, supporting them in getting to know each child. This aids children in feeling secure and they develop good relationships with their key person and other practitioners.

It is not yet outstanding because

- Practitioners do not always make optimum use of all opportunities to encourage children to think further as they play. Consequently, children's ability to solve problems and find new ways of doing things is not promoted to the maximum.
- There is further scope to develop the assessment process to make greater use of parents' updates in order to enrich the activity planning.

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 main room and the outside area.
- The inspector held meetings with the manager and deputy manager of the provision and with the secretary and nominated person from the management committee.
- The inspector carried out a joint observation with the manager.
The inspector looked at children's assessment records and planning documentation
- and checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation information and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's parental feedback records.

Inspector

Kelly Eyre

Full report

Information about the setting

Potton Pre-School was originally registered over 45 years ago on the Early Years Register. It is situated in purpose-built premises in the grounds of Potton Lower School, Potton, Bedfordshire. It is managed by a voluntary management committee and has links with the host school. The setting serves the local and neighbouring area and is accessible to all children. It operates from one main room and there is an enclosed area available for outdoor play. There are currently nine staff working directly with children. Of these, four hold appropriate early years qualifications at level 2 and five hold qualifications at level 3 or above. The setting opens Monday to Friday during term time only. Sessions are from 8.45am to 11.45am and from 12.30pm to 3.30pm, with the option of a lunch club from 11.45am to 12.30pm. Children attend for a variety of sessions. There are currently 77 children attending, who are in the early years age group. The setting receives funding for the provision of free early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- extend the consistent use of opportunities for children to solve problems as part of their daily play
- enhance the opportunities for parents' updates to be consistently included in the assessment records and so enrich the activity planning.

Inspection judgements

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

Practitioners pay close attention to ensuring that they understand each child's needs and interests and so offer them pertinent support and well-planned activities. As a result, children are settled and are animated and positive about their play. They make good progress because practitioners confidently use effective teaching techniques. All practitioners have a thorough understanding of the Early Years Foundation Stage. They implement good procedures that support them in gathering a wide range of initial information from parents. This aids them in accurately assessing children's starting points. Key persons then use this information to guide the planning and to help monitor children's progress. The setting's good communication with parents means that they have opportunities to share daily news about their children. For example, some parents provide information for the 'wow' board, detailing their children's recent achievements. Parents are also well supported in extending their child's learning at home. For example, they receive

weekly text messages informing them of the following week's theme. This enables them to talk with their children about this and to offer complementary activities. However, the assessments of children do not always make full use of all opportunities for parents to update practitioners on how their child has been learning and developing at home. Consequently, practitioners do not include this extended range of information in their planning and so promote children's development to the maximum.

Children enjoy their time and their development is promoted as practitioners make good use of daily routines, planning and resourcing these well. For example, during registration time, children eagerly work out the date, remember the day and month and look at pictures associated with their music topic. They become engrossed and thoroughly enjoy this as they learn new vocabulary and concepts, such as, an orchestra, opera singer, microphone, brass instruments and stage show. Practitioners' good planning means that the weekly theme is reflected throughout the setting, helping to reinforce children's learning. For example, when following a 'music' theme, children cook bread drumsticks, bring musical instruments in, explore a wide range of instruments and listen as bells jingle when they move the large pieces of material suspended from a tree. Children's enjoyment is enhanced and their learning is promoted as practitioners are aware of their current interests and use these well. For example, children thoroughly enjoy a day themed around a favourite children's film; they dress-up as their favourite characters, make their own illustrations and create associated role-play scenarios. Easy access to resources means that children are encouraged to explore and extend their play. For example, they make a fire engine using a construction set and then build a tower in order to compare this to the height of the ladder on the fire engine. Resources are adapted well and children are encouraged to use these flexibly to develop their play. For example, when children use crates and the climbing frame to create a pirate ship, practitioners offer further resources. Children work together to make a cloth into a pirate flag, make a mermaid, dress-up and make rowing boats. Practitioners' generally good interaction with children encourages them to think further. For example, children engaged in making an obstacle course and are encouraged to work out why a plank of wood keeps falling down. With the help of the practitioner, they work out that they need to move the crates closer together so that the plank is better balanced. However, this good interaction is not always consistent in order to fully encourage children to extend their skills in problem solving to the maximum. For example, other children using the same equipment at a different time are not encouraged to work out how to turn a plank of wood around in order to join two crates and create a sturdy walkway and the practitioner does this for them.

Practitioners observe children as they play, assessing this information in order to develop children's next steps. They also carefully evaluate activities and keep a note of children's current interests. This information is collated at weekly planning meetings and is used to inform further planning. This ensures that children are offered play opportunities that interest them and promote their individual learning. Practitioners understand that children need time and space to explore and develop their own play. They ensure that the daily planning provides for this, alongside well-balanced opportunities to participate in adult-led activities. This means that children are supported in playing an active part in their learning and in developing the skills to work in a structured environment. Consequently, they are well-prepared for school. Children are offered a creative range of opportunities that promote their physical development. For example, they participate in music and

movement sessions, helping them to become aware of the space around them and to develop their balance and coordination. The good use of resources and specific activities support children in developing a thorough awareness of diversity. For example, they enjoy an 'around the world' topic, where they look at the food, customs and traditional dress of other countries. Children who have special educational needs and/or disabilities are well supported so that they make good progress in their learning. Practitioners work closely with parents and any other professionals involved with children. This aids them in offering children relevant support so that they are able to make choices about their play and participate meaningfully in the activities and routines of the setting. Children's language and communication skills are promoted as practitioners sensitively support them in joining in with discussions and conversations. For example, children eating their snack are encouraged to talk about their favourite foods, with the practitioner helping them to listen to each other and to take turns when speaking.

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

Practitioners use the key-person system well and this supports good communication and partnership working with families. Practitioners work closely with parents so that they have a good understanding of each child. This helps to ensure that children are settled, happy and form secure relationships with their key person and other practitioners. Children show that they enjoy practitioners' company as they readily include them in their play and naturally turn to them for help or when they feel unsure. Children feel valued and their self-esteem is promoted as their views and requests are actively included in the planning. They show great pleasure when they come into the setting and see activities and resources that they have requested. This thoughtful approach aids children in developing positive attitudes to play and learning. Consequently, they are well-prepared for the move to school. This is further supported as practitioners take children to visit the school so that they are familiar with this environment.

Thoughtful procedures also support new children in quickly settling-in. Each family is offered a home visit before their child starts attending. This enables practitioners to get to know children and means that children see a familiar face when they arrive for their first visits. Transitions within the setting are natural as children play in mixed age groups. This enables them to learn from each other and to develop their social skills as they interact with their peers. Children are supported well in developing their understanding of how to manage their own behaviour. Practitioners are aware that children follow their lead and so set a good example, showing their genuine care for all. Children respond positively to this and so learn to be respectful and considerate towards others. For example, older children happily include younger ones in their play, taking time to explain this to them.

Daily routines are used well to support children in developing their self-care skills. For example, practitioners take time to show children the easiest way to put on their coats; children practise this each time they go out and soon master the skill. Well-planned activities and the good use of daily opportunities and discussions support children in gaining a good awareness of the importance of healthy lifestyles. For example, children enjoy energetic music and movement sessions, noting how this makes them breathe

faster and talking about why they need to rest after exercise. Their understanding of good hygiene is promoted as they explore the 'healthy box'; they find a model jaw and toothbrushes and practise cleaning the teeth. Children are also supported well in building a good understanding of safety. For example, they use scissors competently and safely and learn how to use safety knives when helping to prepare snack or participating in cooking activities.

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

Children's welfare is promoted well because there are thorough safeguarding arrangements in place. All practitioners and members of the voluntary management committee have completed training in this area. Therefore, they are aware of the process to follow should they have any concerns about children's welfare. Robust recruitment and ongoing checking procedures ensure that all practitioners are suitable to work with children. Thorough risk assessments cover all areas and are regularly reviewed. These are supported by daily safety checks, helping to ensure that hazards are minimised and children's safety is promoted in all areas. Practitioners are honest and conscientious in the ongoing evaluation of their daily practice. They actively seek feedback from parents and children, giving them a thorough overview of their strengths and areas for improvement. They then use this information to develop practical action plans that lead to improvements in the provision for children. For example, recent changes include improvements to the partnership working with parents. This means that parents are better informed and so are more involved in promoting their child's learning and in running and developing the setting.

The manager, deputy manager and voluntary management committee set high standards for the setting. They utilise good procedures to ensure that practitioners are well supported in their work. Practitioners have regular supervision sessions and are supported in attending training and developing their practice. This has a positive impact on children. For example, as a result of attending further training, practitioners now offer children more opportunities in storytelling, thereby, extending their creativity and language and communication skills. Practitioners work well together to ensure that they are meeting the requirements of the Early Years Foundation Stage. They regularly review the setting's policies and procedures to check that these support them in promoting children's health, welfare and development. The manager's good monitoring enables her to identify any areas where children require further help and to support practitioners in planning or accessing this help.

The good partnership working between practitioners and the voluntary management committee means that the committee fully understand their roles and responsibilities and the daily running of the setting. As a result, they offer relevant support whenever needed and ensure that the setting remains sustainable. Practitioners are experienced and demonstrate a good understanding of the roles of other professionals. They competently seek further help for children and families when needed. Information is shared well with other providers caring for children. For example, practitioners meet regularly with the

lower school and another local pre-school. This enables all to adopt a consistent approach to promoting children's welfare and development. The setting's good partnership working with parents ensures that they are kept well-informed of their child's progress and activities. For example, regular consultation sessions are arranged at times to suit parents' needs. Parents report that they appreciate the good communication and the dedication shown by all practitioners.

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	EY396150
Local authority	Central Bedfordshire
Inspection number	972110
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	36
Number of children on roll	77
Name of provider	Potton Pre-School Committee
Date of previous inspection	17/05/2010
Telephone number	01767262807

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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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