

# Priorslee Pre-School

Priorslee Community Centre, Priorslee Avenue, Priorslee, TELFORD, Shropshire, TF2 9NR

<b>Inspection date</b>	15/05/2014
Previous inspection date	15/07/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Teaching is effective and all staff demonstrate a good knowledge and understanding of the learning and development requirements. As a result, children make good progress given their starting points.
- Staff are vigilant about children's safety and well-being. Practice is based around effective safeguarding procedures to ensure that children are protected from harm and abuse.
- Staff fully recognise the importance of working in partnership with parents and keep them well informed about their children's progress using effective strategies.
- The effective and robust key-person system ensures that children's well-being is always met by staff who know and understand their individual needs well.

### It is not yet outstanding because

- There is scope to further develop children's independence skills, for example, by enabling them to prepare food at snack time and serve themselves.
- There are fewer opportunities for older children to recognise and write their own name in order for them to develop their literacy skills.

## **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 children's activities in both the inside and outside learning environment.
- The inspector spoke with the manager and staff during the course of the inspection.
- The inspector interacted and spoke with the children during the inspection.
- The inspector examined a range of documentation including children's developmental records, staff suitability, recruitment and risk assessments.
- The inspector took account the views of parents spoken to during the inspection.
- The inspector carried out a joint observation with the manager of the setting on a planned activity.

### **Inspector**

Lesley Bott

## Full report

### Information about the setting

Priorslee Pre-School was registered in 1991 and is on the Early Years Register. It is situated in a community building in Telford, in Shropshire and is governed by a voluntary management committee. The setting serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The setting employs six members of childcare staff. Of these, two hold appropriate early years qualifications at level 2 and three hold qualifications at level 3. The setting opens Monday to Friday, during school term time. Sessions are from 8.55am to 11.55am and from 12.15pm to 3.15pm. Children attend for a variety of sessions. There are currently 51 children attending who are in the early years age group. The setting provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

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

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

- provide further opportunities to support children's growing independence by making the most of routine activities, such as allowing them to prepare fruit for snack time and to serve themselves
- build on the existing good systems for older children to enhance their early literacy skills, for example, by offering opportunities for them to see and write their own name.

## Inspection judgements

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

The quality of teaching and learning is good. Staff offer an inviting and interesting environment which provides challenge and playful opportunities across all areas of learning and development. Staff recognise children's progress and plan interesting and purposeful activities to support and extend their learning. This successfully guides and informs children's next steps planning in order for them to make progress towards the early learning goals. As a result, children make good progress from their starting points and are well prepared for their next stage of learning. For example, all children, including those with English as an additional language, are fully integrated and valued. Staff introduce a useful visual time-table of the daily routine. They introduce some spoken words, together with dual language books and labels, which are displayed throughout the setting, to support children's home languages.

Children's communication and language is supported well through purposeful play and

interactions with the staff. For example, staff ask challenging and open-ended questions to make children think about what they are doing. They give them time to respond, problem solve and they value their questions. Staff skilfully encourage children to talk about 'what might happen next' as they use a variety of tools to scoop, pour and mix while enthusiastically making flapjacks. All staff use songs, rhymes and books very well to capture the children's interest and further increase their language development. For example, children listen intently to stories and concentrate very well as they repeat familiar words, having time to recall and sequence the events when the story has finished. This helps to support their early literacy interest. However, there is scope to improve how resources are organised, in particular to provide opportunities for older children to see their name in print and to begin to write this for themselves in order to further support their early literacy skills.

Staff know when to stand back and allow children to develop their own ideas and promote their imagination. For example, children build on their experiences and imagination as they develop an awareness of the world around them while looking for spiders outside. These are normally found in the playhouse, which the children have renamed the 'spider house'. Outdoor play is planned into the daily routine and children enthusiastically use the enclosed outside area to develop their physical skills. For example, they use the climbing frame to stretch, balance and slide, or 'whizz' around on the scooters as they negotiate space successfully. The sensory garden is used to its full effect as the children talk about colours, smells and textures of the plants and herbs they are growing. This provides opportunities for children to develop their knowledge and understanding of living things.

Parents and carers contribute to the children's initial assessment and are kept well informed about their children's progress. Staff effectively use the progress check at age two to ensure that children's progress is secure. This ensures that early support is provided when additional help is needed or identified. Detailed learning journals are regularly shared with parents to ensure continuity in their progress as they move from home to pre-school and on to school. This helps to effectively prepare children for the next stage in their learning.

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

Staff create a warm and welcoming environment which helps children and their families feel settled and comfortable. There is an appropriate assigned key-person system in place which means that staff know the children's likes and dislikes and that their care needs are met well. As a result, children are able to form close attachments and bonds with familiar staff to help them feel safe and build on their emotional well-being. Children are well behaved and staff skilfully reinforce positive messages of acceptable behaviour, such as praising children for using 'good sharing' and 'listening'. Children are emotionally well prepared for transition within the setting as staff have strong systems in place to share information with feeder schools and other settings that the children move to. For example, regular visits from the reception teacher from the school on the same site, helps build on children's self-esteem and confidence.

Children develop healthy lifestyles and begin to understand the benefits of exercise and

being active through regular opportunities to play outdoors. Children's good health is promoted well as they are provided with healthy and well-balanced snacks. However, there is scope to improve their independence skills further through opportunities to prepare and serve their own food at snack time. Children are able to manage their own hygiene and self-care needs well and fully understand the need to wash their hands before snack or after messy play without being prompted.

The setting is well equipped with realistic and purposeful resources. Children's understanding of safety is supported well as staff encourage them to manage their own risks within a safe environment. For example, staff talk to the children about the importance of tidy-up time and clearing an area before playing with something else. This helps support children's understanding about their own safety to enable them to explore and learn within a safe environment. Staff are positive role models, modelling respect for each other and towards the children. For example, clear boundaries are set by staff and children know and understand about turn taking and sharing resources. Consequently, children display positive behaviour.

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

The safety and welfare of all children is a high priority for the staff and management of the setting. All staff have a clear understanding of their roles and responsibilities to meet the safeguarding and welfare requirements. Safeguarding policies and procedures are clearly written and staff have a clear understanding of how to report any child protection concerns about children in their care, if necessary. This has been further enhanced by all staff having completed safeguarding training. Risk assessments are in place and are effectively used to identify and minimise hazards to children, both indoors and outdoors. Security within the setting is robust as staff ensure that doors and external exits are kept locked during the session to ensure unwanted visitors do not gain access or present a risk to children. When all children have arrived, the door is locked and staff monitor access to the building. Children are supervised well at all times to further promote their safety. For example, when they access the toilet independently. Robust recruitment and selection procedures are in place. All staff undergo the required checks to ensure their suitability to work with children. This includes a Disclosure and Barring Service check for each staff member working on the premises.

Staffs' professional development is prioritised as they have regular opportunities to attend training. As a result, all staff have attended safeguarding training and all hold a current first aid certificate, in order that they have a clear understanding of the procedures to follow in the event of a concern, accident or emergency. Supervision and annual appraisals ensure that staff practice is monitored and addressed effectively. All required documentation is accessible and well maintained to a professional standard. Clear and well-written policies and procedures ensure children's safety and well-being and underpin the good practice. Self-evaluation is a continual process that is engaged in by all involved in the setting, including children, parents, staff and committee members. This ensures that improvements are targeted and are focused on aspects that will have the most impact on children. For example, new outdoor equipment has been purchased which is aimed more

for the younger children. In addition, text displayed in the setting reflects children's home languages to further support children's learning. The manager fully understands the learning and development requirements of the Early Years Foundation Stage. She takes overall responsibility for overseeing the planning, observation and assessment processes to ensure that they are effective in supporting children's progress towards the early learning goals.

Partnerships with parents are well established and staff provide positive feedback about the setting. For example, parents spoken to at the time of the inspection comment that the setting is 'small, friendly and welcoming' and that they are pleased with the good progress that their children are making in their learning and development. Parents are provided with a wealth of information about the setting, via newsletters, parents' afternoons and information on the large attractive noticeboard in the reception area. This encourages parents to become involved in their child's learning. Positive partnerships with other professionals, such as schools and speech and language therapists, ensure that children receive the optimum levels of support at all times to encourage them to thrive.

## 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>	208249
<b>Local authority</b>	Telford & Wrekin
<b>Inspection number</b>	974756
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	51
<b>Name of provider</b>	Priorslee Pre-school Committee
<b>Date of previous inspection</b>	15/07/2013
<b>Telephone number</b>	01952 299979

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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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