

Netherfield Preschool

Ampton House, Meadow Road, Netherfield, NOTTINGHAM, Nottinghamshire, NG4 2FQ

Inspection date

Previous inspection date

27/06/2014

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

- Practitioners complete regular child protection training, have a secure understanding of their roles and responsibilities and follow effective procedures to protect children. As a result, children are effectively safeguarded.
- Effective partnerships with parents and other professionals significantly impact positively on all children's needs being met. Children receive sharply focused support to enhance their all-round development and welfare needs.
- Practitioners implement effective teaching skills and successfully track individual children's development. Secure observations and assessments are used to inform future planning of play to promote children's individual next steps in their learning. As a result, children are making good progress in their learning and development given their starting points.
- The key-person system ensures there are secure attachments in place. As a result, children's confidence and independence is promoted well.

It is not yet outstanding because

- On occasions, some practitioners do not always make the best use of circle time to challenge older and more able children to sustain their interest in the activity.
- Practitioners do not always use the good range of resources to support children in their mathematical skills, such as encouraging children to complete simple programs on a computer to further enhance their mathematical 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.

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 took account of the views of parents as discussed with them during the inspection.
- The inspector spoke with the manager, provider and practitioners, and interacted with the children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the manager.
- The inspector sampled a selection of documentation, including a written safeguarding policy, practitioners qualifications and suitability checks, risk assessments, documents relating to children's welfare and learning and written policies and procedures.

Inspector

Judith Rayner

Full report

Information about the setting

Netherfield Preschool was registered in 2014 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from Ampton House which is a converted building in the centre of Netherfield, Nottingham. The pre-school serves the local and surrounding areas and is accessible to all children. There is an enclosed area available for outdoor play. The pre-school employs three members of staff. All three hold appropriate early years qualifications. Two hold Early Years Professional status and one holds a qualification at level 3. The pre-school opens term time only, Monday to Friday. Sessions are from 9am until 12 noon and 12.45pm until 3.45pm. There are 31 children on roll and children attend for a variety of sessions. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports a number of 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:

- review the way circle time is structured so that the time is used more effectively to challenge older and more able children and to sustain their interest in the activity
- maximise the use of the good range of resources to support children in their mathematical skills, for example, by encouraging them to complete simple programs on a computer.

Inspection judgements

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

The quality of teaching is good. Practitioners are enthusiastic and motivated while teaching children. They all have a secure understanding of child development and implement the learning and development requirements effectively in practice. Practitioners robustly observe individual children in their play and effectively use information from parents, which contributes to practitioners planning relevant and pertinent play for each child. The child's key person shares information with parents regarding their child's next steps for learning. Information is exchanged in various ways to support and help parents understand the areas of learning and how children develop through play. For example, an electronic system enables parents to upload information about what their child has done at home. Practitioners use this information to assess each child's development and plan further relevant next steps in various activities at the pre-school which cover the seven areas of learning effectively. Furthermore, practitioners offer suggestions and ideas for parents to use to support their child's learning at home. As a result, children's progress is good given their starting points. Children develop the necessary skills to prepare them in

readiness for school. This is because practitioners provide good activities to help children enhance their independence skills. For example, practitioners encourage children to take off and put on their own coats and shoes. Also, practitioners support children well by enhancing children's language and literacy skills by providing a good range of activities, such as making marks and helping children recognise their own name.

Children settle mostly quickly and emerge themselves in the good range of activities. They enjoy exploring with differing textures, such as cornflour. They make marks forming letters as they enhance their literacy skills. Practitioners engage children very well enticing them to describe how the texture feels and what it smells like by using open ended questioning and modelling thinking. Children have a go, exploring and manipulating the textures in their hands and attempt to use new words to share how the texture feels and smells. Children show enthusiasm during circle time. They select their own piece of carpet to sit on and show good levels of understanding of the amount of space they have to sit with their friends appropriately. Practitioners engage children well by sharing what activities they have previously undertaken, such as talking about the farm and tractors. Magic flying dust is used to enhance children's imagination as they prepare to use their large muscle skills to fly their imaginary carpet. Children are initially engaged and the quality of teaching is good. However, on occasions during circle times, older and more able children become a little bored and lose interest because they are not being challenged enough to sustain their interest and as a result the activity finishes. Despite this, children are happy and practitioners use their skills well to quickly change the focus of the activity to regain all children's attention. Children sort out wellington boots into correct pairs, which helps them learn about size and numbers. However, some resources, such as computers are not as readily accessible to maximise children's mathematical skills.

Children eagerly go outside. They have access to two areas, which are used effectively to enhance their all-round development. For example, wonderful pictures of dinosaurs are drawn on walls using chalk demonstrating some good literacy and making marks skills. Practitioners praise children on their achievement helping children feel confident and this raises their self-esteem. This also encourages other children to have a go and taken turns. Children count the crates as they walk over them one by one, closely supervised by practitioners who skilfully guide children in counting correctly in sequential order. Water is a favourite as children seek out more water so that they make marks with paintbrushes as they creatively make patterns. Children happily look at books underneath the new den. They turn pages learning to recognise that print has meaning. Children are learning about the world as they dig in compost and soil and look for bugs and worms. Children are happy and have a fun time both inside and outdoors. They enhance their all-round development in a safe, secure and stimulating environment supported by the quality teaching of practitioners.

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

Children want to explore and investigate independently and extend their own play. This is because practitioners create a safe, secure, stimulating and enticing environment for them to do so. There is a good range of toys and resources inside and outdoors that support children's all-round development successfully. Children are offered flexibility and choice if

they wish to play inside or outdoors. They are happy in either area and move well between them. Practitioners oversee the two areas, deploying themselves to support all children effectively. For example, one child wants to help wash up while the other children choose to go outside. Practitioners liaise between themselves and deploy themselves to ensure all children's needs and interests are met effectively. Practitioners effective teaching skills ensure all children thrive and that their overall needs and well-being are met successfully including those with special educational needs and/or disabilities. For example, practitioners ensure that appropriate resources are accessible to assist less physically able children to move around by including more sturdy push-along toys. This helps children feel included in all activities both inside and outdoors.

Children's behaviour and self-esteem is good. Practitioners are kind and caring and treat each child with respect and uniqueness. They raise children's self-esteem because they listen to what children say and what they like to play with and then carefully provide such toys. For example, children show an interest in 'bubble wrap' following a parcel being delivered to the pre-school. Practitioners embrace children's interests and use the resources safely encouraging children to feel the texture and extend the activity by adding paint to make marks on the surface. Children are familiar with the routines and what is expected of them because practitioners use their good teaching skills by offering clear and consistent messages to children. Practitioners also encourage children to take responsibility for caring for the toys at the pre-school. The key-person system works well and attachments are forming between practitioners and children securely. Key persons know their children well and plan relevant and pertinent activities to help children be independent learners and raise their self-esteem. Children make their own choices in their play, such as choosing to play inside or outdoors. The key person shares relevant information with parents about their child, such as their current targets for the next steps in their learning. This is achieved informally as well as the use of written documentation and access to an electronic system. This is also used as an assessment for when children move on to school. As children settle, practitioners understand and value parents information about what their child enjoys playing with as well as sharing information about events from home. This enable practitioners to sensitively provide activities to help children during such transitional times from home to the pre-school.

Children's health and safety is promoted well. Practitioners are good role models for children. They help children learn about keeping healthy and safe through daily tasks and activities. This is because practitioners oversee children's toileting, self-care routines and the safe use of toys and resources effectively. For example, children learn that by washing their hands before eating their healthy snack, germs will stop spreading. Also, when children use scissors, practitioners remind children about the hazards that scissors if not held or used correctly could hurt them or their friends. Children spend appropriate times outside as they enhance their overall health, exercising in the fresh air while having fun. Children also learn about the elements of the weather because practitioners provide appropriate clothing for children to be able experience the different seasons while remaining clean, dry, warm and safe from the sun. Healthy snacks of fresh fruit, milk or water is offered. Drinks are readily available throughout the sessions and all children's dietary requirements are adhered to as discussed and agreed with parents.

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

Children are effectively safeguarded. This is because practitioners have a secure knowledge and understanding of what they need to do should they have any concerns regarding a child in their care. Robust procedures are in place for any eventualities regarding the safety of children and if there are any concerns regarding the suitability of practitioners. Robustly written child protection policies and procedures are in place and accessible for practitioners to view. These include a good range of information, such as whistleblowing procedures and the use of mobile phones and cameras in the setting. Children's safety is maintained at all times. Practitioners deploy themselves effectively ensuring children's immediate needs are met swiftly and calmly. Children are closely supervised and adult-to-child ratios are met successfully. The managers with support from other practitioners review all records regarding risk assessments enabling them to track any emerging patterns and take swift action if necessary. Practitioners complete visual checks before children arrive to ensure all areas where children access are free from hazards. Furthermore, all risk assessments for inside, outdoors and for outings are thorough, promoting children's overall safety. The main door to the pre-school is closely monitored and managed effectively by the managers and practitioners. Practitioners successfully implement the robust range of written policies and procedures and maintain a comprehensive range of accurate records of children's welfare, which successfully underpins the smooth running of the setting.

The practitioners and managers work very well as a team and create a positive and friendly environment for children to learn and play while having lots of fun despite only being operational for a short period of time. The two managers are good role models and effectively oversee the performance of all practitioners. Regular supervision and planned annual appraisals identify practitioner's training needs and suitability effectively. All practitioners are suitable to work with children because they have all completed current Disclosure and Barring Service checks and all hold relevant childcare qualifications. Educational programmes are closely monitored because the team of practitioners reflect and evaluate play activities and how children have enjoyed the sessions. This ensures that there is a good balance of child-initiated and adult-led play to support all children's learning and development. For example, practitioners have worked hard to complete an interesting and stimulating outdoor play area to enhance children's all-round development while being able to play in most weathers. Furthermore, the managers and practitioners welcome ideas and suggestions from parents to make continual improvements for children so that they may have better outcomes.

Partnerships with parents and other professionals are strong. Practitioners work sensitively with parents, which offers a strong contribution to ensuring that children receive the necessary support for their individual needs. For example, parents who require extra support are offered more time and individual consultation to exchange important information about the setting and the progress of their child. The managers and practitioners are very approachable. This enables parents to ask for help and for practitioners to share ideas to support their child's ongoing and changing needs. For example, to help children settle in to the pre-school, photographs are taken and then

presented in a book. Children take the book home to reflect on how they spent their time on their first few days at the pre-school. This enables children to feel confident and familiarise themselves with their new environment in the comfort of their own home. A wealth of information is displayed around the pre-school helping parents with childcare issues and understanding various ways to help children learn through play. The pre-school have introduced themselves to the local community to build up relationships with individuals, such as the local cafe and postman. The pre-school teddy has been used as a resource along with photographic evidence to help children see what is out in the local community and build links with individuals. Practitioners work closely with teachers to share information about children when moving on to their next stage in their learning. Other professionals involved in individual children are well-informed about the child's ongoing and changing needs. Practitioners also value the input and support from other professionals to assist in meeting the needs of children with special educational needs and/or disabilities. For example, practitioners work closely with speech therapists to further enhance children's communication and language skills as well as with specialist teams to support them in meeting specifically targeted children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	EY473988
Local authority	Nottinghamshire
Inspection number	951371
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	12
Number of children on roll	31
Name of provider	Netherfield Preschool Limited
Date of previous inspection	not applicable
Telephone number	01159665495

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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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