

Rackheath Bombers Pre-school

RACKHEATH C P SCHOOL, Willoughby Way, Norwich, NR13 6SL

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

- Children benefit from being cared for by a friendly and caring staff team in a stimulating and welcoming learning environment. As a result, children are settled and happy and thoroughly enjoy their time at the pre-school.
- Staff have a good awareness of children's individual needs, and precise assessment and planning are in place for all children. The staff have good teaching skills and interact very well with the children to support their learning and development. As a result, children make good progress towards the early learning goals.
- Staff meet safeguarding and welfare requirements well for each child. Robust and rigorous policies and procedures are implemented, which ensure that children's safety and welfare are protected.
- Staff fully recognise the importance of working in partnership with parents. There is regular communication between parents and the staff, which ensures that everyone is knowledgeable about how to meet individual children's needs.

It is not yet outstanding because

- Staff performance management does not include planned peer observations, in order to monitor and build on their already good practice.

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 playroom and the outdoor area.
- The inspector conducted a joint observation with the pre-school leader.
- The inspector spoke with staff at appropriate times throughout the inspection and held a meeting with the pre-school leader.
- The inspector looked at documentation, including activity planning, records of children's learning and a selection of policies and records.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector took account of the views of parents spoken to on the day and looked at written testimonials from parents.

Inspector

Karen Harris

Full report

Information about the setting

Rackheath Bombers Pre-school was re-registered in the current premises in 2014 and is on the Early Years Register. It is run by a committee of parents and carers, and operates from self-contained premises within the grounds of Rackheath Primary School, Norfolk. There is an enclosed area available for outdoor play. The children are from the village and surrounding area and mainly feed into the local school. The pre-school is open every day during term time. Sessions are on Monday, Tuesday, Wednesday and Friday from 8.50am until 11.50am, and from 8.50am until 2.50pm on Thursday. Children attend for a variety of sessions. There are currently 48 children on roll in the early years age range. The pre-school receives funding for the provision of free early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. The pre-school employs five members of staff, all of whom have an appropriate early years qualification at level 2 and above. It 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:

- build on the existing good systems for the monitoring of staff performance, for example, by considering peer observations to continue to strengthen and improve on good practice.

Inspection judgements

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

Children are developing a good range of skills for the future. For example, they have ample opportunities to practise their early literacy skills in the pre-school, because staff provide them with a good range of resources. For example, children independently use pencils and clipboards when outside, and use felt-tip pens on the large easel inside. The children take pride in what they have drawn and confidently show the staff in the setting. Children have opportunities to see their written name. For example, they are encouraged to 'self-register' on arrival by finding their name and putting it onto the wall. Children's physical development is highly promoted in the setting. They have access to the outdoors in all weathers. Children enjoy using the ride-on toys where they confidently move their feet to make the toys move up and down the slope. Children enjoy sensory experiences to encourage their hand-to-eye coordination and explore textures, commenting that play dough is 'soft'. During routine whole group activities, such as registration and singing time, most children join in. They listen well to adults, take turns in conversations and enthusiastically copy the words and actions to familiar rhymes. As a result, children are developing the key skills required for the next steps in their learning in readiness for school.

Children make good progress during the time they spend at the pre-school. They are strongly motivated by staff who are encouraging and supportive. Staff have very good awareness of individual needs, and precise assessment and planning are in place for all children based on their interests and experiences. Children are happy to attend and take part in a wide range of activities which help them make good progress in all areas of learning. Staff have a strong knowledge of the Early Years Foundation Stage and use this as they plan activities. They ensure children are well supported, being readily at hand to extend learning opportunities as they arise. Staff regularly talk to children about what they are doing, promoting language and developing self-thinking skills, enabling them to make good progress in their learning. Involvement in the 'Every Child a Talker' programme has enhanced staff knowledge as they have attended a number of courses and workshops. As a result, throughout the setting, children's language and communication is well supported. For example, staff are skilled at asking open-ended questions to challenge and develop children's thinking. The quality of teaching is good because staff give children time to process questions before answering. As a result, children are often engaged and interested in conversations with staff. Support for children who speak English as an additional language is good. Staff try and learn words in the child's home language and there are dual-language posters and labelling. Staff also use pictorial prompts and hand gestures to support children who speak English as an additional language, to aid their understanding and to encourage the promotion of English.

Staff know the children well. They work very well with parents to identify children's interests and starting points when they first attend. They use this to plan a range of activities that they know children will enjoy, which helps them settle easily in the pre-school. Staff make observations and take photographs to evidence children's learning and development, and each child has a well-presented 'learning journey' scrapbook. Children's progress is regularly tracked, which ensures staff have a good knowledge of children's development. This means that the staff can effectively plan for children's next stages of development and identify any gaps in children's learning. Parents are encouraged to play an active part in supporting their children. Staff have daily discussions with parents to provide them with informative feedback about their children's achievement's learning and progress. Many parents also help out on the parent rota. Staff encourage parents to share their comments about their child's learning at home and to contribute to their child's learning journal. This approach is successful in engaging parents in their children's education.

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

Effective settling-in procedures are in place when children begin attending the pre-school. For example, staff offer home visits and encourage parents to stay with their child during their first session. Staff adapt their practice appropriately to ensure all are included and their needs are met. For example, younger children start each session a little later as staff are sensitive to their needs. This enables the key person to give personal support and reassurance as required. Children show through their body language that they have built good relationships with the staff, and readily go to them for support. As a result, children are happy and confident. The pre-school is well resourced and children are encouraged to

explore the environment as they move freely between the indoor and outdoor play spaces. The storage of toys and resources enables children to take decisions and select what they want to play with. For example, the well-stocked work bench enables children to select a variety of items, such as junk materials, paint and glue. Children discuss what boxes they need for the 'engine' as they work together to make a 'rocket'. This means that children learn to be independent as they make choices about the resources they wish to use. Children's artwork is creatively displayed in the pre-school. This good practice effectively promotes a very good sense of belonging and helps to promote children's confidence and self-esteem. As a result, children are becoming emotionally prepared for the next stage in their learning and are supported well as they get ready for their move into school.

Consistent routines help children to know what happens next throughout the day. For example, staff tell children 'the timer is on', which means they have five more minutes to play before tidying away. This helps children prepare for change in a calm manner. Children's behaviour is good because staff use positive strategies to help them learn right from wrong. Staff value and praise children's good behaviour and individual efforts. As a result, their self-esteem is well promoted. Consistent boundaries are in place to help children know what is expected of them, and staff get down to children's level and use age-appropriate explanations as to why certain behaviour is unacceptable. Consequently, the atmosphere in the pre-school is calm, relaxed, respectful and caring.

Children's health needs are well met and there are good arrangements in place to help children learn to keep themselves safe through everyday routines. Children know to wash their hands before eating snack and after using the toilet. They enjoy sociable snack times where they sit together in small groups. Children eagerly count how many children there are at the snack table, and move a clothes peg along the number line accordingly. Staff interact with children and ask questions, such as 'How many do we need?' as plates and cups are given out. This makes good use of everyday routines to promote learning, such as children's mathematical understanding. Children are helped to develop an awareness of healthy eating. They enjoy a healthy snack, which generally comprises of a range of fresh fruit and vegetables, as well as cheese and crackers. Staff talk to the children about what they are eating and discuss the importance of vitamins. Children are developing an awareness of how to manage risks through their daily routine. For example, they are appropriately supervised as they skilfully use the chopping board and knife to cut up what they have selected to eat. Children regularly practise fire drills so they know how to swiftly evacuate the premises in an emergency. This supports their understanding of how to keep themselves safe. Children have access to fresh drinking water throughout the session. This ensures that they are sufficiently hydrated throughout the day.

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

The manager and staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. They oversee the educational programmes and this ensures children experience both depth and breadth in their learning. For example, the team meet regularly to share planning and discuss how best to meet children's needs across all areas of their development. All staff have a good

understanding of the safeguarding and welfare requirements, and demonstrate vigilance when dealing with children's safety. Appropriate policies and procedures, along with documentation, are in place to maintain children's health, safety and welfare. The children are safeguarded by staff's sound knowledge of child protection procedures and clear understanding of signs and symptoms that would concern them. They know what to do if they are concerned, in order to safeguard the welfare of children. Therefore, staff are committed to keeping children safe from harm and neglect. Staff recruitment is robust and effective induction procedures are in place for all staff, students and volunteers, to ensure they are safe and suitable for their role. As a result, children are appropriately safeguarded. Thorough risk assessments of all areas used by children are carried out and staff also assess the potential risks of any outings and take appropriate action to minimise hazards.

The management committee are effectively involved in the running of the setting and, along with the manager, monitor staff performance through supervision meetings and appraisals. Staff are encouraged to reflect on their own practice and identify areas for improvement. However, the manager has not fully considered the value of implementing regular opportunities for peer observations, in order for staff to share their expertise and learn from each other through critical reflection. This will help strengthen the quality of teaching further, so that children are able to consistently achieve the highest levels in all areas of their learning. The management committee are fully supportive in encouraging staff to develop their practice. This ensures that children are cared for by staff with a good understanding of how children learn and develop. Self-evaluation is a continual process that is engaged by all involved in the pre-school, including children, parents, staff and the management committee. Together they are effective in identifying the strengths and areas for development for the pre-school. This ensures that improvements are targeted and are focused on aspects that will bring about the most impact for children. For example, the staff plan to improve the outdoor area to enhance the opportunities for children to explore the natural world.

Partnerships with parents and others are a strength. There is a trusting partnership between staff and parents, which means that children are nurtured and able to flourish. Parents are kept well informed through daily verbal discussions and regular newsletters, and staff work closely with parents if they have any concerns about their children's development. Parents' comments, received during the inspection, are very positive. They know their child's key person and find staff friendly and approachable, and say that they are always available to talk. Parents state that they are very pleased with the progress that their children are making. Partnership working with other professionals has been developed to secure support for children with special educational needs and/or disabilities, when the need arises. Some children attend other early years settings. The manager is aware of the importance of working in partnership with others who provide care and learning for the children. Links with other early years settings are in place and continue to be developed to further aid children's progress and development through a consistent approach. The pre-school staff have built good links with the school on site to provide a smooth transition for children as they move forward in their learning and on to school.

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	EY473037
Local authority	Norfolk
Inspection number	950017
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	48
Name of provider	Rackheath Bombers Committee
Date of previous inspection	not applicable
Telephone number	07900 645070

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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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