

Godshill Griffins

Godshill CP School, School Road, Godshill, Ventnor, Isle of Wight, PO38 3HJ

Inspection date

Previous inspection date

25/02/2014

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

- Staff manage children's behaviour consistently across the pre-school to ensure children are developing a clear sense of right and wrong.
- Staff provide an extensive range of activities and experiences to effectively promote children's understanding of the world.
- Staff promote children's understanding of being healthy successfully, by teaching them about healthy eating and regular exercise.
- The safeguarding procedures are robust and effective to promote the welfare of all children.

It is not yet outstanding because

- Staff do not always organise outdoor activities effectively to ensure children experience a full range of outdoor learning experiences.
- Some opportunities are missed to fully involve parents in their children's 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 base room and one outside play area.
- The inspector spent time talking with the manager, parents, staff and children.
- The inspector sampled a range of documentation including children's records, safeguarding procedures, risk assessments, policies and procedures.

Inspector

Lisa Cupples

Full report

Information about the setting

Godshill Griffins registered in 2006. It is managed by the Governors of Stenbury Federation and is situated within Godshill Primary school premises. There is a fully enclosed outdoor play area and children also have access to the school playground.

The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. The provision includes a nursery, a breakfast club and an after school club. There are currently 35 children in the early years age group on roll. The pre-school is open from 8.50am to 2.50pm. The breakfast club opens at 8am and the after school club closes at 5pm on Monday to Thursday and 4.30pm on Fridays. The setting operates during school term times only and provides free early education sessions for children aged two, three and four years.

The Governors of Stenbury Federation employ five members of staff, including the manager, to work directly with the children. Of these, all hold early years qualifications ranging from National Vocational Qualifications at level 3 to degree level. There are two members of staff currently working towards higher qualifications.

What the setting needs to do to improve further

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

- extend the range of outdoor activities in both play areas to reflect all seven areas of learning to enhance children's outdoor learning opportunities further
- improve procedures to share the children's next steps with parents more regularly to fully involve them in their children's learning and enable them to extend their children's learning at home.

Inspection judgements

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

Staff have a good understanding of the Statutory Framework for the Early Years Foundation Stage and its requirements. They implement the educational programmes successfully to promote the children's learning in all areas overall. Consequently, children are making good progress in their learning and development. Staff spend time observing what the children can do and record the information clearly in the children's individual learning folders and using an online computer system. Staff effectively use the information alongside the children's interests to identify and plan for the children's next learning steps. However, staff do not share the children's next steps with parents regularly enough to

ensure they are fully involved in their children's learning. This means parents cannot always extend their children's learning at home. The children's key people gather information about the children's starting points from parents before the children attend. This enables staff to begin to plan activities and experiences to interest the children and help them to settle into pre-school routines.

All staff demonstrate good quality teaching skills and they sit with the children at their level, engaging them in purposeful conversation. At times, it is difficult to see where the staff are because they are actively engaged with children. Children recall past events and share personal experiences, such as talking about what they did during the half term break. Staff are interested in what the children say and respond well, extending their vocabulary at every opportunity. Staff also encourage children to complete tasks they have started. As a result, children maintain their focus on activities, which develops their concentration skills in preparation for future learning. Staff plan a range of adult-led activities alongside the continuous provision which means children enjoy different learning opportunities throughout the day. They work in small and large groups and benefit from one-to-one activities with staff. This promotes the children's social skills effectively, building their confidence and self-esteem successfully. Consequently, children are confident in all situations and openly share their ideas and thoughts. Staff ensure the learning environment is rich with text, in English and other languages to support children who are learning English as an additional language. Children's understanding of the world around them is developing particularly well. Staff provide a wide range of multicultural resources which are incorporated successfully into everyday activities. For example, children enjoy exploring African resources in the home corner as they begin to learn about the wider world. Children also celebrate international festivals throughout the year, developing an understanding of diversity from an early age. They enjoy science projects as they begin to learn about cause and effect. For instance, children and staff make a 'volcano' erupt using a mixture of bicarbonate of soda and vinegar.

Staff encourage children to count at every opportunity and recognise numerals during games, such as, the rocket game. They make marks for a variety of purposes as they practise their early writing skills in different situations. For example, children enjoy making treasure maps as they extend their pirate games, following their interest in a recent story. Children have opportunities to solve problems independently during their time at the pre-school. For example, staff ask the children's advice on how to clear away the sand on the carpet. The children suggest using brooms, dustpans and brushes and set to work, clearing away the sand for the staff. All children have access to secure outdoor play areas. Children have many opportunities to develop their physical skills, using large apparatus and riding wheeled toys in the playground. They have opportunities to enjoy other outdoor learning such as planting and growing activities. However, staff do not always organise the outdoor activities as well as those indoors, which sometimes limits the children's outdoor learning experiences.

Staff have established good procedures to support children during their move to school. They introduce children to the reception teacher as soon as they start attending the pre-school. The reception class is next door to the pre-school and children regularly see the school staff team. The key people and the reception teacher work closely together throughout the year, and with parental consent, they share key information to ensure the

children's move to school goes smoothly. Consequently, children gain the skills they need to be ready for school or their next stage of learning.

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

All children are happy and settled during their time at the pre-school. The staff team spend time getting to know the children well. Consequently, children's individual welfare, learning and developmental needs are being met successfully. Children sing songs and rhymes as they play. This demonstrates that children feel safe and secure and are relaxed in their pre-school environment. Staff gather a wealth of information from parents about their children's individual needs, before they attend, as they are settling in and as an ongoing part of communication and building positive and trusting relationships. As a result, staff meet children's individual needs well.

All children learn about the importance of keeping themselves safe through daily discussions and routines. Children often remind others of the safety rules, such as picking up toys and resources that have fallen on the floor, helping to clean up any spillages and remembering to hold scissors safely. All children and staff practise regular fire drills. Older children are able to describe exactly what happens during a drill, demonstrating a clear understanding of the evacuation procedures.

The pre-school has a healthy eating policy in place. Staff share the policy with parents to promote the inclusion of healthy options in the children's lunch boxes. The pre-school provides a healthy snack, consisting of fresh fruit or vegetables and a form of carbohydrate to maintain the children's sugar levels throughout the sessions. Snack time is a social event and children decide when they would like to eat. They chat with each other and staff about the types of food that are good for them. Parents have the option to select hot school meals for their children, and staff collect the meals from the school dining hall. Children show high levels of independence and good self-care skills as they help to prepare their own fruit and wash their hands independently at appropriate times. Children clear away after snack and wash their own plates and cups.

All children behave well because staff implement the clear rules and boundaries consistently. Staff actively recognise the children's efforts and achievements and take time to praise and encourage children. This builds the children's confidence effectively and helps them to develop a strong sense of right and wrong from an early age. Staff are all positive role models and consequently, children know what is expected of them and are extremely polite and well-mannered. Children are beginning to show consideration for each other during activities. For example, children move their chairs over so other children can join in, they ask if each other are all right and show concern if another child has an accident.

All children benefit from the open communication and two-way flow of information between the pre-school staff and their parents. Parents are able to speak with staff at any time and have access to their children's records on request. The parents spoken to during the inspection were very pleased with the progress their children are making at the pre-

school. Staff organise events to raise parents awareness of the Statutory Framework for the Early Years Foundation Stage and demonstrate how activities help their children to learn through play.

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

The inspection was brought forward following concerns that Ofsted received on 8 October 2013. The concerns were linked to safeguarding practice and policies, general suitability matters and managing behaviour. As a result, Ofsted carried out an unannounced visit on 23 October 2013. During the investigation, it was found that the provider had failed to meet a welfare requirement and a Notice to Improve was issued by Ofsted to rectify the breaches. The provider was required to ensure all staff understand the safeguarding policy and procedures, and ensure that all staff have up to date knowledge of safeguarding issues. This is with particular regard to the procedure should an allegation be made against a member of staff. The provider was also required to ensure all individuals making up the registered body complete and submit EY2 forms to allow Ofsted to carry out checks to determine their suitability. Action has been taken by the provider to rectify the breaches. All staff have completed a safeguarding refresher training course to update their knowledge and safeguarding issues are discussed at weekly team meetings. The chair of the Board of Governors has submitted a completed EY2 form and the relevant checks have been completed.

The pre-school procedures for safeguarding are comprehensive and effective. All staff have attended safeguarding training and they all know how to implement the procedures to promote the welfare of the children in their care. The manager displays the Local Safeguarding Children's Board contact details and procedures around the setting for staff, parents and visitors' information. Staff discuss all safeguarding policies with parents to ensure they are aware of the pre-schools child protection responsibilities. All parents have access to hard copy policies and there are copies of all policies on display for them to read at any time. All children benefit from a safe and secure play and learning environment because all staff are vigilant and take steps to minimise any potential risks to children. For example, staff undertake daily checks and full written risk assessments on all areas the children encounter, including any outings. The manager and the governors implement robust and rigorous recruitment and vetting systems consistently to ensure all adults in the pre-school are suitable to work with children. Visitors are required to sign in and out of the premises and must show their identification on arrival.

The manager and staff implement self-evaluation procedures to identify priorities for further development and to raise standards in the pre-school. All staff, parents and children are involved in the evaluation of the pre-school so that they reflect the views of all their users. As a result of the staff teams continual evaluation and reflective practice many changes have been put in place to improve the outcomes for children and drive improvement across the pre-school. For example, staff have improved the layout of the rooms following the completion of an environmental audit. The opening times of the pre-school have changed following feedback from parents and pre-school children now have

access to the school library to borrow books. Children suggest ideas for their learning and staff support this well. For example, children requested a small boat in the corner so they could have a pirate ship and staff were able to accommodate this.

Effective performance management systems ensure all staff and students on placement are confident in their roles within the pre-school. The manager carries out continual monitoring of staff practice, identify training needs and reviewing all paperwork to ensure it is maintained to a good standard. The manager monitors the quality of activities and experiences provided for the children. All staff complete regular training to ensure their personal skills and professional development continues to grow.

Staff have strong links with a variety of external agencies to ensure all children's individual needs are being met. Staff are proactive in ensuring that the pre-school is inclusive, adapting equipment to ensure it is accessible to all children, for example. The special educational needs coordinator is knowledgeable about her role and works closely in partnership with the parents to address any concerns as soon as possible. She implements individual strategies, agreed with parents to ensure a consistent approach both at home and in the pre-school for the children.

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	EY337500
Local authority	Isle of Wight
Inspection number	952919
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	25
Number of children on roll	35
Name of provider	Godshill County Primary School Governing Body
Date of previous inspection	not applicable
Telephone number	01983 840838

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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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