

# Thurlow Bradley & District Pre-school

The Sunshine Building, Thurlow VCP School,, Little Thurlow, Haverhill, Suffolk, CB9 7HY

<b>Inspection date</b>	12/09/2014
Previous inspection date	24/11/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>2</b>
	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

- Staff have high expectations of children and provide challenges that effectively promote their learning and development towards the early learning goals.
- Partnerships with parents, carers and other professionals are fruitful and guarantee children receive effective support and stability of care and learning which meets their individual needs.
- All staff throughout the pre-school have a very good understanding about their responsibilities to protect children. Robust procedures are implemented in practice in relation to safeguarding and child protection. These make sure that children remain safe within the pre-school and are protected from unsuitable adults.
- The committee, management team and staff are conscientious in monitoring and reflecting on their practice. As a result, the pre-school remains sustainable and continues to deliver good learning and development opportunities for children, as well as meeting the care requirements of parents and carers.

### It is not yet outstanding because

- There are fewer opportunities for children to access a greater range of technology and become more involved in using this in their everyday play, embedding their understanding about technology and its different uses, for later 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.

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 spoke with members of the committee, the deputy manager, staff, children and parents at appropriate times throughout the inspection.
- The inspector observed activities in all areas used by the children, both inside and outside.
- The inspector carried out joint discussions with the deputy manager and the pre-school special educational needs coordinator, in relation to making observations of the children's play, learning and progress.
- The inspector looked at a selection of policies, procedures and relevant documentation, including safeguarding records and suitability checks for all members of staff.

## Inspector

Lynn Clements

## Full report

### Information about the setting

Thurlow Bradley and District Pre-school opened in 1997 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the grounds of Thurlow Primary School in Thurlow, Suffolk, and is managed by a parent committee. The pre-school serves the local area and is accessible to all children. It operates from a purpose-built building and there is an enclosed area available for outdoor play. The pre-school employs five members of childcare staff, all of whom hold appropriate early years qualifications from level 2 to level 6. The pre-school opens Monday to Friday during school term times. Sessions are from 8.45am until 3.30pm. They also run a breakfast club from 8am until 8.45am and an after school club from 3.10pm until 6pm. There is also a holiday club offering sessions from 8 am until 6 pm. Children attend for a variety of sessions. There are currently 15 children on roll who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities. The pre-school 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:

- increase opportunities for children to develop further their understanding of the world, by accessing a wider range of technology and learning about its various uses.

## Inspection judgements

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

Staff throughout the pre-school have a very good knowledge and understanding about how young children learn and develop. They provide a wide range of interesting and challenging learning activities and experiences. Staff plan opportunities which challenge and enable children to extend their knowledge and build well on their existing skills. This positive, fun learning environment shapes the development of children's confident attitudes and dispositions. This ensures that they are ready for school and the next stage of learning. Staff undertake regular assessments in order to track the progress children make over time. For example, progress checks for children aged two to three years are undertaken by working with parents or carers. This means that together, staff and children's families can effectively identify any gaps in learning, taking immediate action to address, narrow or close any areas of concern. Attention to detail in this manner means that all children are well supported in making good progress towards the early learning goals.

Staff throughout the pre-school implement good teaching strategies. For example, they adapt activities and resources, making activities accessible to the differing ages and

abilities of the children. Where more adult interaction is required, for instance, where younger children need more attention and explanation to zip up their fleece or put on their wellingtons, staff adapt their discussions and actions to assist children's development. This enables children to complete tasks and enjoy the feeling of success and achievement. There are fewer opportunities for children to explore and use technology within a greater range of activities, helping them to recognise how technology is used, for particular purposes, in the wider world, such as in the home or school. Children make very good progress with regard to communication and language. They are confident in communicating their needs and interests. Staff, in turn, use the resulting information to extend learning. They use a range of pertinent open questions, providing time for the children to listen, think and respond. Staff use books to encourage children's understanding of the printed word, using pictures as clues to the storyline, encouraging repeated refrains and helping children to understand that letters form words. Staff take the time to source and provide good quality props which help to bring learning to life. For example, children thoroughly enjoy going on a 'bear hunt'. Staff provide the bear, bridge and other items which the children use to help them tell and join in the story. They have such fun that they engage in telling the story over and over again, both inside and later while playing on the adjoining school field. Staff clearly understand that allowing the children time to freely re-visit educational opportunities and activities helps to reinforce their understanding and embed new learning.

Children enjoy exploring mathematical concepts, such as capacity and volume, as they pour water between different sized containers. They also use positional language as a pipe is introduced, talking with staff about pouring the water through the pipe and placing the container at the end to catch it. All groups of children, including those with special educational needs and/or disabilities are carefully observed and appropriate learning targets are set. Parents, carers and staff review progress and work together, enabling children to work towards their full potential. Partnership working in this way helps to support good progress for all groups of children.

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

Staff in the pre-school provide a warm and encouraging environment in which children can relax and feel at home. This boosts their developing confidence and self-esteem. In addition, positive interaction with the primary school also enables children to see their older siblings during the daily routines. These opportunities provide further positive environments to help the children settle and support their well-being. As a result, children are emotionally well prepared for the next stage in their learning.

Children enjoy a wide variety of fruit and vegetables at snack time. Parents and carers provide packed lunches and information is shared with them about how to pack high-risk foods with ice packs. Staff encourage healthy eating within the pre-school, saving treats for special occasions and celebrations. The children develop a clear understanding of foods which are good for them as they plant and grow their own produce. They learn about nurturing and helping the plants to grow until they are ready to harvest. Children and staff then enjoy tasting the differing home-grown produce at snack. For example, children enjoy tomatoes, cucumber, peas and pumpkins. These opportunities enable children to

learn how and where food comes from and help them to begin learning about growth and sustainability. Well-planned daily opportunities to get out and about, in a variety of weather conditions, help the children to build their physical skills. They develop hand-eye coordination and balance as they use wheeled toys with increasing competence and control. Children's fine manipulative movements and dexterity are encouraged as they access a range of single-handed tools and creative media.

Staff are proactive in adapting environments and activities so that they are accessible to the different ages and abilities of the children. For example, a good range of child-height storage and furniture makes sure that all the children can play in safety and comfort. Attention to safety remains paramount at all times. The children learn to keep themselves safe as they talk about possible dangers. For example, they know that when using wheeled toys on the ramp area, they need to make sure that there are no children or adults in front of them before they have fun racing down the small incline. Before taking a walk to the school field to join the reception class for playtime, the children help staff to conduct a head count of all the children together and then use simple addition to add this number to the number of adults going out. This provides them with the information that seven people are going off to play on the school field, so they need to make sure that there are seven people safely returned at the end of the activity.

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

The committee, management team and staff have a clear understanding with regard to safeguarding children and signs and symptoms of child protection issues. Regular training updates make sure that this information remains up to date and pertinent with regard to the protection of the children. This ensures that the well-being of the children is secure. Robust procedures are implemented with regard to recruitment and staff induction, along with attention to the ongoing checks and appraisals of existing staff. This ensures that all adults working within the pre-school remain suitable to do so. Monitoring systems are in place with regard to the planning and delivery of the educational programmes and the appropriate and relevant assessment of the progress made by all groups of children. The pre-school committee have a clear understanding with regard to their responsibility in meeting the welfare and safeguarding requirements, as well as the learning and development requirements.

Attention to continuing professional development means that staff throughout the pre-school remain up to date with practice changes and teaching ideas. This helps staff to build on their existing skills, adapting their approach where necessary so that they continue to deliver good quality learning opportunities for the children. Mentoring systems are in place and staff are encouraged to join their colleagues in the primary school for additional training events. The primary school also supports the development of the pre-school staff, inviting them into the reception class to observe teaching in action and share techniques, which enables pre-school staff to further enhance positive practice. Appraisals help to identify training requirements. They also enable staff to share their own interests and skills, accessing training which supports them in delivering these skills back in to the pre-school, to further extend learning opportunities for the children. The committee,

management team and staff have worked to address recommendations raised at their last inspection, and these improvements have had a positive impact on practice. Self-evaluation clearly identifies what the strengths are and where improvements can be made and enables the committee, management team and staff to develop and build further on the existing good practice. Parents, carers and children are warmly encouraged to share their ideas about ways to improve the childcare services they receive. Ongoing improvements and development of the service help to ensure the sustainability of the pre-school and promote partnership with service users.

The management team and staff are competent in promoting partnerships with external agencies and services, in order to secure appropriate interventions where necessary. This ensures that children are supported well. Staff nurture constructive interaction and partnerships with parents and carers. They inspire participation within the pre-school as well as sharing records and information relating to the achievements their children make at home. Parents and carers talk positively about the pre-school. They find the committee, management team and staff welcoming and extremely helpful with regard to sharing ideas relating to their child's development. Parents and carers talk competently about the early learning goals and enjoy being involved with the regular checks made in relation to the progress their children are making, in readiness for school. They would highly recommend the pre-school to other families and feel that their children make very good progress across all areas of learning.

### **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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	251803
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	866592
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	15
<b>Name of provider</b>	Thurlow, Bradley & District Pre-School Committee
<b>Date of previous inspection</b>	24/11/2008
<b>Telephone number</b>	01440 783688

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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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