

Stocking Farm Pre-School

Stocking Farm Community Centre, Marwood Road, LEICESTER, Leicestershire, LE4 2ED

Inspection date

25/09/2014

Previous inspection date

18/09/2009

The quality and standards of the early years provision

This inspection:

2

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

- The quality of teaching and learning is consistently good. Staff are effective role models and have comprehensive knowledge of the abilities and needs of all children in their care. As a result, children make good progress in all areas of their learning and show high levels of self-control and confidence in their play.
- Children feel safe and secure. They form warm attachments with staff and their peers because of the nurturing family environment staff provide.
- Staff, throughout all activities, support children's communication and language development exceptionally well.
- Staff have a good understanding of their responsibilities and the procedures for protecting children and regularly refresh their safeguarding knowledge. They effectively support children's understanding of how to keep themselves safe and healthy.
- Strong partnerships are formed with parents and other professionals, with everyone working closely together to meet children's needs.

It is not yet outstanding because

- Staff provide fewer rich and varied opportunities for children to explore and learn about people and places within the wider community.

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 observed activities in the two playrooms and the outside area.
- The inspector spoke with the manager, provider, staff and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children and the provider's self-evaluation form and improvement plans.
- The inspector also took account of the views of parents spoken to on the day and from information included in the pre-school's own parent survey.

Inspector

Jacky Kirk

Full report

Information about the setting

Stocking Farm Pre-school is a Leicester City Council provision, which opened in 1993 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a converted unit within Stocking Farm Youth and Community Centre. It is situated in the Beaumont Lees area of Leicester and serves the immediate locality and surrounding areas. The pre-school opens five mornings a week, from 9am until 12pm, term time only. Children attend for a variety of sessions. Children are cared for across two playrooms and have access to an enclosed outdoor play area. There are currently 14 children on roll, all of whom are in the early years age range. The pre-school receives support from the local authority and funding for the provision of free early education for two-, three- and four-year-old children. The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are currently three members of staff working directly with children. Of these, one member of staff has an appropriate qualification at level 4 and two have appropriate qualifications at level 3.

What the setting needs to do to improve further

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

- provide more opportunities and experiences for children that are rich, varied and imaginative to help them learn more about people and places in the wider community.

Inspection judgements

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

Staff demonstrate a good understanding of the learning and development requirements of the Early Years Foundation Stage. They are fully knowledgeable about how children learn and develop, which enables staff to provide a range of interesting activities that meet the needs of all children. Teaching is consistently good and occasionally outstanding, which results in staff interacting effectively with children in a warm, caring, considerate and timely way. Rigorous systems for observing and assessing children's development are in place. These are regularly monitored for effectiveness to ensure all children are making good progress towards the early learning goals and are gaining sufficient skills for their next stage in their learning, including starting school. This ensures the need for early intervention is quickly identified and effective targeted strategies are put in place where required. Information about children's prior learning, development and interests is gathered from parents and other settings children have attended when children join the pre-school. This information, along with initial staff assessments of children's achievements, are used to effectively plan for children's learning from the outset. Staff work closely with parents in order to support their children's development. This is achieved

through daily discussions and giving parents regular opportunities to view their children's learning journey files. Parents are invited to attend termly parents' meetings, where they discuss possible lines of development for their children with their child's key person. Additionally, parents are invited to attend fun play and stay sessions. Staff theme the play sessions to promote different areas of learning, for example, healthy eating and autumn festivals. This enables parents to become actively involved in their children's ongoing learning.

Children are exceptionally well supported in their communication and language development. Staff engage children in conversation by using open-ended questioning and a range of expressive language. They talk to children about what they are doing, modelling words appropriate to the activity. For example, they describe children's actions as they play in the water tray using words like, pouring, filling, emptying, splashing and shaking. Children's listening, attention and speaking development is further enriched as staff plan specific activities to enhance children's communication skills. For example, children take turns to trace their finger around a picture of a black and white spiral and repeat the rhythmic words, 'the ball goes rolley polley down the hill'. Staff extend this interactive story by adding positional and further expressive language, such as, 'the ball went under the hedge' and 'the ball went splash into the water'. These language rich activities ensure all children, especially children who speak English as an additional language, progress well in their communication and language development. Staff support children's literacy development and understanding that print carries meaning from the very outset. For example, children find their own name card upon entering the pre-school and place it on a picture of the pre-school in the area they wish to play. Children recognise their own name and start to recognise their peer's written name through identifying them through their photograph. Staff are good role models and offer a warm 'hello' to every child as they enter the pre-school. They ask how they are feeling and engage children in conversation, which is specific to them. This helps children to feel valued. Consequently, children are developing good personal, social and emotional skills and are developing positive friendships with staff and their peers. Children have easy access to books and enjoy sitting in the outdoor playhouse and reading them with staff. Staff read the books with an animated tone and allow time for children to anticipate and say the next word or sentence. Because of this, children are developing a love of books and are supported well in their literacy development. Children are beginning to understand the world as they plant flowers, fruit and vegetables and help them to grow by watering them daily. Children learn about people and their local community as staff invite storytellers and local police officers into pre-school to support themes of learning. However, additional rich, varied, and imaginative experiences and opportunities are not always provided to enable children to more effectively explore and learn about people and places within their wider community.

Staff support children's mathematical development and understanding of shape, space and measurement as they fill and empty sand into differing sized containers. Additionally, staff support children to share out the play dough, so that all children have the same amount to play with. Children also learn numbers through daily activities, such as song times. Children enjoy singing, 'five little people in a flying saucer'. Staff make the song interactive as they remove, one by one, pictures of the space people and encourage children to count how many are left on their fingers. As a result, children are learning key skills in how to use counting and numbers to solve simple problems. Outdoor play equipment provides

children with opportunities to develop their physical skills. Staff deploy themselves well, so that children are always offered additional support and encouragement where needed. Children experience appropriate levels of risk and challenge as they play on the large climbing structure to support their physical control. They learn to negotiate steps, crawl through tunnels, slide down slides and climb the structure using the hand and foot holds. Children are developing good coordination skills as they sit on, push along and learn to ride tricycles. Furthermore, children demonstrate good balancing skills as they connect large plastic jigsaw pieces to make a bridge and walk over the top of it. Children have access to and freely use a wide range of media and materials. For example, children enjoy splodging paint on paper, rolling, cutting and pressing shapes into the play dough, using paper, pens and clipboards in the role-play petrol station area. They also use chalk to make big marks on the outdoor chalkboard. This is because staff have an excellent understanding that these types of activities support children's early writing abilities. Staff work closely with parents when completing the progress check for children between the ages of two and three years. They also work closely with other agencies, in order to put strategies in place to give additional help and support to children and their families where necessary. This ensures all children, especially those with special educational needs and/or disabilities benefit greatly from consistency in their care. Consequently, all children make good progress and begin to close any gaps in their learning. Staff have formed positive relationships with staff at the local school and the teacher visits children in the pre-school before they start there. Consequently, children are suitably prepared to move onto their next stages in learning, when the time comes.

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

Children and their families are welcomed into the caring and homely pre-school environment. Good relationships between staff and families are fostered and developed from the outset. Children are happy and settle quickly. This is facilitated through an effective key-person system and experienced staff who work closely together to support all children's needs. Staff know all children exceptionally well and clearly demonstrate how they support them to move forward and make progress in their learning. Children show good levels of confidence as they say, 'hello' to their friends in the morning and when their peers join them at the activity table. Additionally, children engage in conversations with staff and seek them out to include them in their play. Staff offer lots of praise and recognition for children's efforts and achievements, for example, children hold their pictures and point to the board where children's artwork is displayed. Staff ask children where on the board they would like to put their picture and comment on it being a lovely round picture and how they like the bright colours they have used. This supports children's self-confidence and self-awareness and provides them with a good sense of belonging. Staff are very attentive to children as they observe them closely and listen to their requests. Through forming close partnerships with parents, they are fully aware of all children's individual needs. Subsequently, staff meet all children's care and learning needs effectively, including children who have special educational needs and/or disabilities. Staff get to know children and their parents through getting to know you sessions and thorough induction meetings before children start at pre-school. When the time comes for children

to start pre-school, staff encourage parents to say their goodbyes promptly, knowing this course of action helps their children to settle much quicker and make a smooth transition from home into pre-school's care.

Staff deploy themselves well enabling them to provide continuous supervision of children, which contributes to their overall safety and welfare. Staff are calm, patient, and consistent in their expectations with regard to behaviour management. They give children purposeful explanations of why it is important to share and take turns. When children spill things on the floor, staff encourage other children to help them by picking up the dropped items. This supports children to manage their own feelings and behaviour. Consequently, children are well behaved, well mannered and polite towards staff and their peers. The learning environment, both indoors and outdoors, is welcoming and well resourced. Children have easy access to a wide range of resources to enhance all areas of learning. Brightly coloured posters displaying pictures of animals, animal print, flowers and healthy food support children's learning further. Posters portraying positive family images and children's individual uniqueness supports children's development in understanding, recognising and respecting similarities between themselves and others. However, there is scope to improve the range of experiences offered in relation to this. Children move freely from indoors and outdoors and have daily opportunities to experience the benefits of physical exercise. Staff help children learn about keeping themselves and others safe. For example, staff encourage and help younger children to line up safely by holding onto a rope. They then practise walking outside in a safe and orderly fashion. This enables children to learn the skills for getting outside quickly and safely should an emergency arise.

Young children are supported and encouraged to become independent and older children confidently manage their own personal needs. Staff are close by to offer support if needed. For example, staff model good practice as they wash their own hands after supporting children with their self-care needs, and they sing the hand washing song as they do so. Younger children fetch their own coats and confidently ask staff for help to put them on. Staff help and show them easy ways of how to manage this task for themselves, so that children grow in confidence in how to do things for themselves. Children further learn to be independent as they peel their own bananas and oranges. Snack times are a social occasion where children interact and chat with their peers and staff about the morning's events and the food they are eating. For example, staff remind children how they saved apple seeds for a child's pet parrot to eat and also how they planted them in the spring to see if they would grow into apple trees. Children announce, 'the milk has filled me up' and staff agree that milk is filling and helps to keep teeth and bones healthy. This contributes to children's understanding of keeping themselves healthy. Staff obtain information about any allergies or food preferences children may have before they start at pre-school. This ensures children's medical and cultural needs are respected and met. Children have some opportunities outside pre-school to further develop their self-confidence and independent skills. For example, children have access to the adjacent shared, community centre natural play garden, which they can explore and have further opportunities to plant and grow vegetables and potatoes. Staff establish positive relationships with other local childcare providers and schools and share relevant information to ensure there is consistency in children's care and learning. Consequently, children are emotionally well prepared for school and they receive the appropriate support

they need to make consistent progress.

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

The manager and staff in the pre-school have a sound understanding of their roles and responsibilities to meet the safeguarding and welfare, and the learning and development requirements of the Early Years Foundation Stage. Staff are aware of the potential signs of abuse and have a secure understanding of their responsibilities regarding protecting children from harm. Robust vetting of staff is carried out to ensure the safety and welfare of children. All staff update their safeguarding knowledge through attending regular child protection training. There are clear procedures to follow and appropriate documentation is in place to record any concerns staff may have about children in their care and/or to report an allegation made against a member of staff. The pre-school has a detailed written safeguarding policy, which includes information about the use of mobile telephones and cameras. Parents are advised of the responsibilities of the pre-school through daily discussions, termly parent meetings, informative noticeboards, sharing of the pre-school's policies and procedures, and through comprehensive parent and child induction processes. Appropriate documentation is in place to record details of accidents, incidents and the administering of medication. Staff use an effective process of daily risk assessment to ensure potential hazards are identified and minimised quickly. Positive relationships with parents mean good channels of communication are in place. This enables staff to be aware of children's individual needs and family circumstances at all times, and as a result, children's welfare is actively promoted. The manager is a strong role model who is firmly dedicated to providing a high quality provision for all children. The manager and staff have a wealth of childcare experience, are appropriately qualified and work cohesively as a team. Additionally, staff work closely with parents, the local authority and children's centre staff and teachers and other childcare professionals. Staff continually ensure the learning environment and planned activities support each child's interests and age and stage of development.

The manager monitors the educational programmes well. She conducts regular checks of children's learning and development files and progress records. This ensures they are up to date and are being effectively used to assess children's progress and accurately identify their next steps in learning. Furthermore, the manager collates this information in order to monitor specific groups of children. As a result, the quality of the learning environment and planned activities are well matched to each child's age and stage of development. This allows early interventions to be put into place where necessary, which effectively supports all children, especially children with special educational needs and/or disabilities and those children who speak English as an additional language. As a result, children make good progress in their learning and development. The manager and nominated person have a clear vision for future improvements. For example, a recent Leicester City Council early years department review has been proven very effective in empowering pre-school provisions, children's centres and other professional agencies to work in greater

unison with one another. This gives pre-school staff direct access to a wider range of professional support. The manager involves staff in the self-evaluation process and they jointly work together in order to enhance working practices. This enables them to continually meet the needs of all children in their care. For example, they are trialling a visual photograph system, so that the younger children can easily see and better understand when it is time for them to take part in their peer group learning activities. As a result, children quickly get the targeted support they may require. The manager has an accurate view of the quality of teaching and constantly endeavours to improve it. This is achieved through effective staff appraisals, having regular team meetings and general observations of staff's practice.

Staff are listened to, involved in decision making, critically reflect on each other's practice and are supported well in their professional development. There are very good opportunities for them to attend training courses, which benefit children attending, for example, all staff have attended early years communication and language training. The manager ensures staff keep up to date with key training, such as first aid, food hygiene and safeguarding. The pre-school room is securely maintained and staff are deployed well to ensure outdoor play is well supervised. Excellent relationships with parents have been formed and staff warmly share information about their children upon arrival and collection times. Staff demonstrate a good understanding of the benefits of working together closely with parents and carers in order to meet children's needs. Staff greatly value parents and carers contributions to their children's pre-school life. For example, parents attend and support pre-school children's fund raising events and donate bedding plants in order to enhance children's learning of understanding the world. Parents are highly complimentary about the pre-school staff and the way in which they provide a calm, homely and happy environment. They comment on how quickly staff help children to settle, how they offer children lots of encouragement and how they support children's communication and language development exceptionally well. The pre-school has good lines of communication with other professionals and staff attend meetings to support children with additional needs. Effective systems are in place to ensure regular information is exchanged with other settings children attend; this fully supports their learning and well-being. Because of these strong partnerships, children have a consistent approach to teaching that supports their development and contributes to the good progress they make towards their early learning goals.

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

Unique reference number	226901
Local authority	Leicester City
Inspection number	871400
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	16
Number of children on roll	14
Name of provider	Leicester City Council
Date of previous inspection	18/09/2009
Telephone number	0116 2995652

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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