

North Walney Pre-School

North Walney Primary and Nursery School,, Duddon Drive, Walney, BARROW-IN-FURNESS, Cumbria, LA14 3TN

Inspection date

26/09/2014

Previous inspection date

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

- The quality of teaching is good. Staff provide a good range of learning experiences in a well-resourced and stimulating environment. As a result, children are confident and motivated learners.
- Key person relationships with children and their families are strong. This ensures children settle well and are effectively supported as they move on to the next stage of their learning, including school.
- Children are kept safe. The management team and staff have a clear understanding of their role and responsibility in safeguarding children and minimise any potential risks to them.
- Staff effectively promote children's early language and communication skills and their physical, personal, social and emotional development. As a result, children make good progress in their learning given their starting points.

It is not yet outstanding because

- Staff sometimes miss opportunities to share ideas with parents to enable them to support their child's learning at home.
- Sometimes opportunities to enhance the already good routines to allow children to extend further their skills in making independent choices are not fully in place.

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 indoor and outdoor learning environment.
- The inspector conducted one joint observation with the manager.
- The inspector held a meeting with the manager of the pre-school and spoke to staff throughout the inspection when appropriate.
- The inspector looked at planning documentation and children's assessment records.
- The inspector checked evidence of staff qualifications and suitability to work with children and the provider's evidence of self-evaluation.
- The inspector took account of the views of parents' and carers' spoken to during the inspection.

Inspector

Emma McKeown

Full report

Information about the setting

North Walney Pre-School was registered in 2014 and is on the Early Years Register. It is situated in North Walney Primary and Nursery School in Barrow-in-Furness, Cumbria and is managed by a statutory body. The pre-school serves the local area and is accessible to all children. It operates from a pre-school room and there is an enclosed area available for outdoor play. The pre-school employs three members of childcare staff. All hold appropriate early years qualifications at levels 2, 3 and 4. The pre-school opens Monday to Friday, during term time. Sessions are from 8am until 4.30pm. Children attend for a variety of sessions. There are currently 15 children attending who are in the early years age group on roll. The pre-school provides funded early education for two-year-old children. The pre-school receives support from the local authority and is a member of the Pre-school Learning Alliance.

What the setting needs to do to improve further

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

- extend the already good systems for sharing information with parents by providing them with even more information about how they can support their children's learning at home
- enhance the very good routines already in place to allow children to further develop their skills in making independent choices, particularly during snack time.

Inspection judgements

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

The quality of the teaching is good and children are supported in making good progress in their learning given their starting points. This is because staff accurately identify children's skills and plan for the next steps in their learning and development effectively. An appropriate mix of continuous child-initiated and adult-led activities both indoors and outside enable children to develop their own ideas and interests. For example, the children enjoy chasing each other in the large outdoor area. As they stop to catch their breath, they find a feather. Staff encourage the children to take advantage of the windy day and show them how to make the feather fly in the wind. The children are fascinated by this and hurry to find more feathers. They are excited as they hold their feathers high in the air and let them go. Staff encourage the children to consider whose feather travelled the furthest. This teaching strategy encourages children to be actively involved in their learning. Children are beginning to use problem-solving skills to determine which way the wind is blowing. They develop personal, social and emotional skills as they share and take turns. Their language and communication skills are promoted by enthusiastic staff as they

share the children's enjoyment of chasing the feathers as they fly long distances across the field. As a result, children are engaged and motivated to learn. Children are very physically able and have a wide range of activities to develop these skills. For example, they participate in running activities outdoors with hoops and enjoy painting and using scissors indoors. Therefore, children are ready for school when the time comes as they develop a range of skills to support their future learning.

Children learn to be confident communicators. Staff support language development by being at children's level, listening carefully to children and repeating unclear speech. In this way, children learn to communicate well with others. Staff provide children with a wide range of interesting writing materials and children enjoy making marks to help them develop early writing skills. Children learn about numbers, shape and measure through play opportunities around the pre-school. For example, staff encourage children to count as they use wooden blocks to build a tower. Children enjoy learning about the environment as they look for frogs in the garden. Staff encourage the children to watch as the frog hops across the grass. They look closely at the frog as the staff point out how fast its heart is beating. The staff talk to the children about how their heart beats faster after they have been hopping about and the children decide to pretend to be frogs as they jump up and down. The development of key skills in the personal, social and emotional aspects of children's learning is supported through well-planned activities. As a result, children develop good friendships and learn to play cooperatively together. For example, as children share resources to make collage pictures.

Effective partnerships with parents from the start enables the key persons to gather a range of information about the needs, abilities, interests, likes and dislikes of all children. Parents complete an All about me form which gives the key person useful information about the children. This is complemented by early assessments, which the key person completes in order to have a good understanding of what children know and can do. This information is used to inform the planning. Individual records of children's learning contain observations, which are used to assess the children's stage of development and to plan interesting and challenging activities to support their continued learning and development. As a result, children make good progress given their starting points. The staff recognise the importance of working in partnership with parents. Parents are informed about their child's learning through a variety of methods, including daily verbal communications, and opportunities to share learning records. The progress check for children aged between two and three years is completed and shared with parents. However, information shared with parents does not yet consistently include ideas about how they can help support their children's learning at home.

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

Children form secure attachments with their key person, who demonstrate an excellent knowledge of the children, their interests and their routines. This supports children's well-being and in turn, has a positive impact on their learning. Staff are fully aware of the importance of meeting children's individual needs, to make them feel safe, secure and confident to explore. This means that children are ready to learn at the earliest opportunity. A stimulating and well-resourced learning environment, both indoors and

outside, promotes children's independence as they freely choose toys and activities from accessible, low level storage. Therefore, children develop confidence and are emotionally well prepared as they move on to the next stage in their learning, including school.

Children are taught about the importance of good hygiene when washing hands before eating their snack. A variety of snack is offered including fresh fruit with a choice of milk or water to drink. Children enjoy the responsibility of pouring their own drink. The snack time routine effectively promotes independence as children make individual choices. However, children sometimes wait too long for their turn to choose from the plate of fruit. Children benefit from continuous opportunities to play outside. Staff remind children of the need to play safely. For example, as children climb steps in the outdoor area. Consequently, children behave in ways that are safe for themselves and others.

Staff are good role models to children, sitting at child level, frequently offering praise and calmly establishing expectations. Staff are consistent in their approach and as a result, behaviour is good. Children are well prepared for the next stage in their learning and development. This is because the pre-school offers effective support during the settling-in period and on to school when the time comes. Staff are deployed effectively across the pre-school, particularly in the large outdoor area. As a result, all staff know the children in their care well. They understand their needs and interests and offer appropriate support as children become ready to move on in their learning. Parents speak highly of the support they receive from staff, especially when supporting their children's emotional well-being during settling-in periods. This ensures consistency of care is maintained and children's well-being is fully supported as they make adjustments during periods of change.

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

The manager has a clear understanding of her role and responsibilities to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. All staff clearly understand their duty to protect children. They know how to report and record concerns in respect of child protection and safeguarding. Comprehensive policies, procedures and risk assessments are in place and regularly reviewed to ensure children are protected and kept safe from harm. This includes policies on the use of mobile phones and cameras which staff are aware of and adhere to. The management team have a clear understanding of safe recruitment practices and induction procedures include safeguarding practices. This ensures that adults working with children are suitable to do so and that all children are cared for by qualified, experienced and committed staff. Staff hold appropriate childcare qualifications and access training to further enhance their good practice.

There is a strong commitment to self-evaluation and improving outcomes for children. The management and staff team work effectively together to help raise the quality of provision. Staff systematically observe, record and track children's achievements in accordance with their age and stage of development and use their observations to make individual plans, which clearly identify children's next steps in learning. Systems are in

place to monitor the effectiveness of the educational programmes through tracking children's progress. Supervision meetings and appraisal procedures are in place to monitor the quality of teaching. This is supplemented by ongoing discussions to share good practice and to identify and address any underperformance. The manager and her staff regularly evaluate weekly planning, which ensures activities are planned to meet the individual needs of children. As a result, children make good progress towards the early learning goals.

Key persons develop very good relationships with parents based on mutual respect and understanding. This successful partnership between the pre-school and parents ensures that children's needs are quickly identified and are well met. Parents are invited to share in their children's learning through a range of different opportunities. For example, parents are invited to attend a meeting to share their children's learning record. Information is gathered regularly from parents to help inform the assessment systems which effectively monitor children's progress from their starting points. Parents comment on the positive learning experiences their children have enjoyed at the pre-school. The effective partnership between the pre-school and the primary school ensures children are well prepared for moving on to school when the time comes.

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	EY477433
Local authority	Cumbria
Inspection number	967865
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	16
Number of children on roll	15
Name of provider	North Walney Primary and Nursery School Governing Body
Date of previous inspection	not applicable
Telephone number	01229 471781

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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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