

Reepham Pre school

Methodist Church School Room, High Street, Reepham, Lincoln, Lincolnshire, LN3 4DP

Inspection date

29/09/2014

Previous inspection date

11/05/2009

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

- Children are making good progress in their learning and development. This is because staff know children well and provide exciting play opportunities to meet their interests and needs.
- Staff closely monitor children's development to ensure they all receive effective support to reach their potential.
- Staff are warm, friendly and caring towards children. Consequently, children are learning how to form relationships with others and are developing good social skills.
- Safeguarding children is given a high priority. Staff have good knowledge and understanding of safeguarding. This means that children are kept safe and secure.
- The environment is well resourced and arranged creatively, providing ease of access to indoor and outdoor activities throughout the day. This means children are able to make choices and explore opportunities.

It is not yet outstanding because

- Parents have fewer opportunities to share detailed information about children's starting points, to help staff to further plan for children's future learning needs.

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 inside and outside.
- The inspector conducted a joint observation with the pre-school manager.
- The inspector held discussions with the manager of the pre-school, the staff and the children.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with the children and discussed the pre-school's self-evaluation and improvement plan.
- The inspector took account of the views of parent's spoken to on the day.

Inspector

Sharon Alleary

Full report

Information about the setting

Reepham Pre-School was registered in 2004 and is on the Early Years Register. It is situated in a Methodist church school room in Reepham, Lincolnshire, and is managed by a committee. The pre-school serves the local area and is accessible to all children. It operates from one main room and there is an enclosed area available for outdoor play. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications. The pre-school opens Monday and Tuesday, from 9am to 3.15pm and Wednesday and Friday from 9am to 12 noon during term time only. Children attend for a variety of sessions. There are currently 26 children attending 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 who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- support parents further to share even more detailed information about what their children know and can do when they first join the pre-school in order to further enrich the planning process.

Inspection judgements

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

All children are making good progress in their learning and development because staff know each child very well. Staff know children's likes, dislikes and interests and use these to motivate them to learn. Staff gain a lot of information from parents about children's like, dislikes and interests when their children first begin at the pre-school. However, parents are not as well supported to share detailed information about what their children know and can do when they join the pre-school. This means that the key person does not always have an extensive knowledge of children's starting points, to enrich the planning for children's ongoing learning and development. Children are regularly observed and their next steps in learning are clearly identified. Staff have good knowledge of each child and their current interests. This means that children are challenged in their play and fully supported to achieve their next steps in learning. Staff track children's progress accurately and they are aware of any gaps in their learning. Consequently, staff clearly know how to support children to make good progress. Staff skilfully introduce new vocabulary to children. For example, when exploring the jelly, they clearly narrate their actions as they demonstrate 'squishing' and 'grabbing'. Children listen attentively and repeat the new words as they playfully explore.

Staff make good use of routine to develop mathematical learning. For example, at circle

time, children calculate how many boys and how many girls. Children show imagination as they engage in activities that are influenced by books. For instance, children dress up as favourite characters and introduce the storyline into their play. In addition, they use popular phrases from the book. As a result, children are developing a love of books. Children show an interest in a wood louse they find. Staff use this interest to encourage children to find other insects. This active learning keeps children engaged for long periods of time, which supports their developing concentration. Staff show a good understanding of how to complete the progress check for children between the ages of two and three years. Staff work with children both on a one-to-one basis and in small groups to target areas of learning that require support. Children roll a ball to a given friend as they sit in a circle. As a result, children are supported to recognise the rules for being together and waiting for a turn. Staff make good use of the end of the session to teach children listening and attention skills and encourage them to interact with a story book. Consequently, children are gaining confidence and learning skills required for their next stage of learning, such as starting school.

Staff liaise with outside professionals when required to ensure children are fully supported to reach their individual potential. This means that children with special educational needs and/or disabilities make good progress from their starting points. Children who speak English as an additional language are supported well by staff, as they strive to obtain basic words from parents in children's home language and ensure they communicate effectively. On the other hand, staff respect parents' requests for children to speak English. Parents are warmly welcomed into the pre-school by staff who know them well. Parents state they are very happy with the progress their children are making. They feel their children are happy and confident and staff have supported children's development well. Diaries are completed and shared with some parents. The good partnerships with parents ensure consistency of care and learning.

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

Staff are warm, welcoming and caring. They greet each child and their carer as they arrive and take time to ensure all children are settled before the session starts. Each child is assigned a key person who knows them very well. Staff know children's routines and emotional care needs. If children arrive upset they seek comfort in their key person who instantly knows how to soothe and reassure them. This means children's self-esteem and emotional development is supported well. Plenty of time is given to supporting parents to help their children settle into the pre-school. For example, children's starting dates are spread out at the beginning of the term. This means that staff appreciate the importance of working closely with parents in order to make children feel safe and secure in the pre-school. Behaviour is managed very well because staff are positive role models. Children are reminded of the rules and boundaries and staff explain the reason behind the instructions they give to children. For example, children are reminded to sit at the table with scissors and to walk indoors, with staff explaining the dangers of what they are doing.

Children have made very good friends with each other and enjoy helping each other

complete tasks. For instance, they work together to carry heavy boxes at tidy up time. They clearly thrive on the praise and encouragement given by staff. Staff encourage children to develop good hygiene practices in order to reduce the risk of infection. For example, staff teach children to wash and dry their hands before snack and lunch. Staff encourage children to explore the outdoor area and use a range of equipment, such as scooters to develop their physical abilities. As a result, children are learning to enjoy activities and experiences that promote their well-being. Children have a selection of items available at snack time, such as cheese and fruit; they help themselves and pour their own drinks. These snacks support children to understand how to make healthy food choices. Children take challenging risks as they use their imagination and run around the outdoors negotiating the space and avoiding obstacles. Safety measures are reinforced by staff who remind children to wear helmets when riding the scooters.

Careful consideration is made to the presentation of resources to ensure children make independent choices about what they wish to play with. Staff consider the interests of the children when choosing what to put out. For example, children have shown an interest in a popular film. Staff follow this interest by supplying them with a 'princess-themed' book corner, jelly in the messy tray and pictures to colour of popular characters in the film. Children regularly explore the host village as they walk to the church and meet the vicar. This encourages the children to develop positive relationships with community members. Staff have developed a very good relationship with the local school. This ensures that children feel secure and confident during the move to school. Pre-school staff take children for visits to the local school. This supports them in becoming used to the school environment and ensures children are emotionally well prepared for the move. The reception teacher from the village school regularly visits the pre-school to read to the children. This supports continuity of learning when children move on to a new phase in their learning and development.

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

Staff are very clear about their roles and responsibilities to safeguard children. They know about the different types of abuse and the signs and symptoms of each. There are clear procedures to follow and appropriate documentation is in place to record any concerns the manager or staff may have about children in their care and/or to report an allegation about a member of staff. Staff are fully aware of their obligation in relation to whistleblowing. All staff have attended safeguarding training. In addition, at each staff meeting opportunities to discuss safeguarding issues are always incorporated into the agenda. Staff ensure the environment is safe, secure and well maintained through daily safety checks. The manager has recently updated the written risk assessments to recognise potential risks within the pre-school and consequently identify steps to minimise them. As a result, children remain safe. Detailed written policies and procedures are in place which reflect the ethos of care and are reviewed regularly to ensure they remain up-to-date with current legislation and practice.

The manager clearly understands the importance of implementing an effective recruitment

and selection procedure. All staff are qualified and have been vetted to ensure they are suitable to work with children. Staff have regular supervision meetings to discuss children's progress and their own personal development also. The pre-school have a clear philosophy of continued professional development and encourage staff to attend courses. This drive for continuous improvement means that all the staff team feel supported and appreciated in their role and consequently deliver good quality care and learning for all children. The manager monitors children's individual progress through regular cohort studies. These are used to analyse which areas of the curriculum are being offered and allows staff to make any changes necessary. For those children making better than expected progress, the staff support them with aspects that they will learn at school, such as early letters and sounds. Staff are supported in this delivery by the local reception teacher who shares her knowledge and experience of school teaching.

The team is very small and they constantly discuss their practice and positive changes they can make to the pre-school. The manager recently sent out new-parent questionnaires, the responses were highly positive. As a result, the capacity to continuously improve is good. The manager and staff ensure all children are fully included in the life of the pre-school. This is made possible for children because staff have formed strong relationships with other professionals who support children's learning and development. For example, physiotherapists are invited into the pre-school to advise and work with staff to support children with walking difficulties. In addition, speech and language support is offered for children with communication delay. Parents are extremely complimentary of the pre-school and particularly the staff. They comment that the staff are 'amazing' and that their children have grown in confidence. These positive relationships make the pre-school a very happy place to be for all 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. 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	EY292508
Local authority	Lincolnshire
Inspection number	872913
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	18
Number of children on roll	26
Name of provider	Reepham Pre School Committee
Date of previous inspection	11/05/2009
Telephone number	07837 691 151

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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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