

Sandford Pre-School

Methodist School Rooms, Hill Road, Sandford, Winscombe, Avon, BS25 5RJ

Inspection date

21/10/2014

Previous inspection date

07/11/2013

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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 staff team work closely together, and enjoy being with the children. Consequently, children are very happy and confident in their surroundings.
- The key-person approach helps children form strong relationships with their key person, which helps them feel safe and secure.
- Staff complement children's learning by providing them with a good variety of resources and activities that promotes children's learning in all areas.
- Partnerships with parents are strong, which helps to ensure that staff meet children's individual needs and promote their well-being.

It is not yet outstanding because

- At times, staff do not manage group activities well to support children's listening skills and turn-taking during conversations.
- Staff do not fully embrace opportunities to develop further children's awareness of their personal health and safety.

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 made observations of children and staff interactions in the hall, and outside play area.
- The inspector had discussions with the manager, staff, children and parents.
- The inspector invited the manager to hold a joint observation.
- The inspector sampled documentation including children's records and planning, risk assessments, and policies and procedures.
- The inspector checked evidence of suitability and qualifications of all staff working with the children.

Inspector

Jan Harvey

Full report

Information about the setting

Sandford Pre-School has been operating since 1978, and registered in 1992. It is situated in the village of Sandford in North Somerset.. It is run by a committee group, which also includes parents. The pre-school operates from the Methodist School Rooms which consist of the main hall, entrance hall, toilets and kitchen. Children have access to a specific outdoor area which is situated across the road. The pre-school opens Monday to Thursday during term time from 9am to 12.30pm and from 12.30pm to 3pm. Children attend morning, afternoon or full-day sessions. The sessions include opportunities for children to stay at the pre-school to have a pre-packed lunch. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 12 children on roll in the early years age range. The pre-school receives funding for the provision of free early education for three- and four- year-old children. The pre-school supports children who have special educational needs and/or disabilities. The committee employs three members of staff to work directly with the children. All staff including the manager hold qualifications in early years 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:

- strengthen further group activities to support children's listening and turn taking during conversation
- provide greater explanations and guidance for children as they play, to strengthen their awareness of safety and healthy lifestyles at every opportunity.

Inspection judgements

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

Children make good progress in their learning and development because staff are knowledgeable about how young children learn. Staff have a good knowledge of the educational programmes and adapt them well for the small group of children in their care. Staff know the children and their families well and take account of their individual needs and interests in order to plan effectively. Staff gather detailed information from parents when they join and then undertake ongoing observations, assessments and tracking of children. This gives staff precise information to develop activities for each child. As a result, staff provide appropriate challenges for individual children. Staff share children's interests with parents, and use what they know about them to extend their learning. For example, staff plan activities, resources and story times around individual children's interests, such as animals, mini-beasts and the countryside. This gives children the

opportunity to speak freely and share their knowledge. However, on occasions, when children are in group activities staff do not always support children's listening skills, and turn taking in conversations and activities effectively.

Children play in a well-organised, caring environment where they are able to access resources easily and can explore their surroundings. The pre-school uses pictures and labels routinely in the learning environment. Staff know these are useful ways to help children to make choices and to begin to understand that words carry different meanings. For example, children selected songs they wanted to sing from a choice of laminated pictures in a songbook. Early writing opportunities are available throughout the nursery and there is a clear emphasis on developing children's mark-making skills.

Staff promote children's understanding of mathematics, as they count routinely, add and subtract with low numbers, compare and experiment to find answers. For example, staff asked children pretending to bake a cake in the mud kitchen to guess how many spoonfuls of mud they might need before the runny mixture turned thick. Children enjoyed playing with musical instruments and staff used this activity to develop children's counting and listening skills. Staff use all play opportunities to develop children's communication and language skills, and understanding of the world. For example, they talked together about the new butterfly, the pictures they painted of it and recalled the hairy caterpillar it came from. Consequently, children are developing their memory and recall as they put their thoughts into words and share their ideas with others. Staff understand the importance of familiar routines for young children; they know that this is one way of helping them to understand what will happen next.

Staff know that meeting young children's individual needs is central to promoting their personal, social and emotional development. Staff have a positive response to each child's individuality. The pre-school's special educational needs coordinator in particular, works closely with children and families who need extra support. This means that children are getting the tailored care and support they need as soon as possible and partnerships with external agencies are very good.

Play areas, both indoors and outside, offer different types of activities and resources for children to explore and so children are enthusiastic about their play. Staff know the children well and differentiate activities for each child to reflect their interests. Children make meaningful choices about play and this drives their curiosity to learn more. This equips children very well for their future move to school.

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

Children are confident and happy as they interact with each other and the staff. Staff have close bonds with their key children, which enables them to settle quickly and grow in confidence. The information that the staff gain from parents helps them to meet children's personal care and individual needs well from the start. Staff find out what is important to children so are able to respond knowingly to their individual needs. Hugs and warm interaction are commonplace between the staff and the children. Children's positive

interactions with the staff show that they feel safe and secure.

Staff demonstrate a positive attitude towards inclusion meeting children's individual needs through close partnership working with their parents. Staff provide children with a wide range of good quality resources that are in keeping with children's different developmental stages. Resources that raise children's awareness of cultural diversity and disability are a core part of the learning materials.

Children behave well because staff use consistent practices and clear explanations for behaviour. Children understand the pre-school's golden rules because they helped to make them. Staff remind children of the boundaries and simple rules to keep them safe, such as not to run or climb indoors. Staff support children to learn to do some tasks that promote their independence increasing children's confidence. For example, staff encourage children to serve themselves at meal times and pour their own drinks from plastic jugs. Staff sit with the children and they talk happily together as they eat. Children are able to help themselves to more food when necessary. Staff label resources to help children make purposeful choices about play. In addition, this makes it easier for children to tidy away toys when they have finished using them.

Children are starting to develop some awareness of a healthy lifestyle and personal safety through planned activities and conversations. Staff maintain good hygiene procedures, such as wearing plastic gloves to prepare snack, which helps to reduce cross contamination. Staff provide healthy and nutritious snacks and children are able to access drinking water when they are thirsty. Children learn about self-care as they start to recognise when they are tired and need a short rest. Children benefit from daily fresh air and exercise. They improve their physical skills as they play in the outdoor garden and visit places of interest in the local community. However, some staff miss opportunities to extend children's knowledge and understanding of healthy living and personal safety. For example, some staff did not repeat road safety rules before crossing the road to secure children's knowledge about how to keep themselves safe. In addition, staff did not provide an explanation to a child's idea that it is not healthy to eat chocolate or expand on a discussion about why germs need to be washed off hands before eating.

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

The new manager understands all aspects of the safeguarding and welfare requirements very well. She makes effective use of self-evaluation and links her practice closely to expectations of the Early Years Foundation Stage and child development guidance. Staff meet children's welfare needs confidently. For example, all staff know what to do if there are concerns about children's well-being and the child protection procedure to follow. Staff use risk assessment and daily hazard checks to create and maintain safe environments for children. Staff keep the premises secure and monitor the entrances regularly. The manager makes sure that the premises are safe, using childproof locks and safety equipment, such as child safety gates, fire blanket and smoke detectors to create and maintain safe environments for children. Staff make sure that they supervise children

closely at all times. For example, staff work well as a team to maintain adult-to-child ratios to allow children to play outdoors as often as possible. This helps children to increase their independence and make good overall use of the resources. These effective practices help to safeguard children and promote their welfare.

The manager effectively fulfils her responsibilities in meeting the learning and development requirements. She reviews planning, and monitors staff observations and assessments to ensure they deliver stimulating and varied educational programmes that promote children's learning and development well across most areas. Staff liaise well with parents to support children to develop their interests and enjoyment for learning. Staff identify clear learning objectives for children, and ongoing planning for each child is helping them to make good progress in learning and development from their starting points.

The manager shows a good ability and clear intention to drive her practice forward, with the full support of her dedicated staff team. Annual appraisals for staff help to identify future training needs and areas for development. Regular supervision meetings with staff support their practice. For example, since the last inspection staff have made good use of training opportunities and support from county early year's consultants. Additionally, staff have made links with other childcare professionals and organisations to strengthen and extend their childcare practices. Staff have built close links with the local primary school where they are based, and with the local community.

Partnership with parents is a real strength of the pre-school and staff foster this relationship by actively involving parents in their child's learning. The staff engage fully with parents to keep them informed about their children's learning and care. Staff inform parents about children's activities, and share children's learning journals, observations and records with them. Additionally, they invite all parents to comment on photographs in their child's learning journals and share information about children's achievements at home. Consequently, staff have an overall view of each child's achievements to inform their planning of activities to move children on in their learning. Parents state that the good quality information and detailed daily feedback that they exchange with the staff, helps them to understand what their children are learning. They feel that their children enjoy the activities that the pre-school provides.

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	115294
Local authority	North Somerset
Inspection number	962641
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	12
Name of provider	Sandford Playgroup Committee
Date of previous inspection	07/11/2013
Telephone number	0780 8544131

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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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