

Little Snoring Pre-School

The Playing Field, Stevens Road, Little Snoring, FAKENHAM, Norfolk, NR21 0GZ

Inspection date

16/10/2014

Previous inspection date

22/01/2009

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

- Partnerships with parents are effective because staff are committed to working together with them, to ensure continuity of care and learning for all children. Parents are encouraged to remain actively engaged in their children's learning.
- Staff understand safeguarding policies and procedures, to ensure that children are protected from harm. Children feel safe and secure in their relationships with staff and build good emotional attachments with them.
- Staff have a good understanding of how children learn and the quality of teaching is strong. This helps support children to make good progress in their learning and development. Staff plan effectively, to meet the individual learning needs of children.
- Children's language and communication skills are given high priority. Staff encourage children in conversation, supporting them to develop their vocabulary and become confident communicators.

It is not yet outstanding because

- Staff are less focused on supporting children's learning outdoors, to ensure that those who learn best in an outdoor environment are able to do so.
- Staff do not always identify and manage challenging behaviour to ensure that children receive consistent messages about what is acceptable behaviour.

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 main playroom and the garden.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector looked at activity planning, records of children's learning and a selection of policies and records.
- The inspector held a meeting with the nursery manager, who is also the nominated person.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector carried out a joint observation with the nursery manager/nominated person.
- The inspector spoke to parents.

Inspector

Jacqueline Mason

Full report

Information about the setting

Little Snoring Pre-school registered in 2001 on the Early Years Register. It is long established and is run by a voluntary committee. The pre-school operates from a mobile building, sited on the playing field in the village of Little Snoring, close to the town of Fakenham, Norfolk. There is an enclosed area available for outdoor play. The pre-school serves the village and local area and is accessible to all children. The pre-school is open from Monday to Friday, during school term time. Sessions are from 9am to 12noon on Monday and from 9am to 3pm on Tuesday to Friday. Children attend for a variety of sessions. There are currently 25 children on roll. Five members of childcare staff are employed to work with children, including one member of staff who covers for staff absences. All staff hold early years qualifications at level 2 and 3. The manager has an early years qualification at level 5. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of 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 staff to consistently identify and manage challenging behaviour, so that children develop an understanding of right from wrong and know what is expected of them
- improve the outdoor play area, to ensure that all areas of learning are planned for, to enable those who learn best from being outdoors are able to do so.

Inspection judgements

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

Staff establish children's starting points on entry to the pre-school, through discussion with parents and by encouraging them to complete a comprehensive All about me questionnaire. This effectively supports staff to identify children's starting points and means they are quickly able to plan for children's next steps across the seven areas of learning. Staff undertake thorough observations, which are evaluated effectively, to identify what they need to do to support children's future learning. This is reflected in their planning, along with children's interests, to meet the unique needs of every child. Written records, along with regular discussions, are shared with parents, to keep them informed about their children's developmental progress. Parents are encouraged to remain involved in their children's learning in the pre-school and at home, through continuing to share what they know about their child. Staff are aware of the importance of the progress check for children between the ages of two and three years. They engage parents in this process

and provide them with a written summary. This ensures children's needs are quickly identified, consistently managed and that appropriate support for children with special educational needs and/or disabilities is secured.

An enabling indoor learning environment has been created for all children. Equipment has been purchased to support the needs of younger children. For example, it was recognised that the tables were too high for two-year-old children, so have been replaced. Staff know children well and talk confidently about where they are in their learning and development. They track children's progress and ensure that children are working comfortably within the expected development band for their age. This helps to ensure that any concerns about children's development are quickly recognised and means that children are acquiring the skills necessary in preparation for school. Children show good levels of independence and confidence. They readily engage adults and each other in their play. Children play imaginatively, based on their own first-hand experiences. For example, they play at hairdressers, combing each other's hair, applying pretend hair products and humming, to represent the sound of the hairdryer, as they dry their hair. They continue to play together as they work on the computer. Older and more able children complete simple programmes without the need for adult support.

All children are fully included and encouraged to participate in all activities and routines of the day. For example, children choose when they want their snack and pour their own milk or water from the jugs provided. Children enjoy the range of bikes and confidently pedal them around the playground. They stop, start and avoid obstacles with ease. However, outdoor play is not as well planned for as indoors. This means that those who learn best from being outdoors do not have such extensive opportunities to learn as those who enjoy being indoors. For example, children's literacy skills are not supported very well outdoors because there is limited printed material available to them. However, they are encouraged to make marks outdoors, using paint on the playground floor. Children understand that print carries meaning and some children recognise their first name when it is written. They enjoy stories in small groups and listen to stories with increasing attention and recall. Children identify animals in the illustrations and staff take opportunities to talk to children about what they see. Children's speech and language development is promoted well. Staff engage children in conversation and model taking turns to speak and listen. Children who are more able confidently take turns in conversation and make links between the pre-school and their home life. For example, when children are sitting at the snack table they stir their milk and the member of staff takes the opportunity to ask them what else could be stirred. Children quickly suggest that cake mixture can be stirred and confidently make links to the up-coming Halloween celebrations that are being planned at home. Children's speech and language development is monitored effectively because staff use evaluation tools, such as Every child a talker. This enables them to identify gaps in children's communication skills.

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

Children feel safe, secure in their relationships with staff and mostly separate readily from their main carer on arrival at pre-school. Children who do not are given caring, one-to-one

support by a familiar member of staff. This helps ensure that children settle quickly and build strong emotional attachments to staff. Children are supported well by their key person, who takes responsibility for their daily well-being, plans for their learning and development and builds positive relationships with parents. Children are supported to develop a firm base from which to build their growing independence and confidence. Staff use verbal praise to place a meaningful value on children's individual efforts. However, occasionally staff do not notice when children are being unkind to others. As a result, children do not receive consistent messages about what is acceptable behaviour. Despite this, children mostly behave well. Staff are good role models and treat children with respect and equal regard.

All staff are caring and responsive to children's needs and the thoughtfully planned playroom creates an enabling environment for children of all ages. This promotes their independence and helps them to engage in purposeful play. Children benefit from a wide range of play materials to support their learning and development. Toys are stored well to enable children to select and carry out self-chosen activities. This supports them to engage in purposeful play, ensuring that they have a firm base from which to build their growing independence and confidence, as they get ready for their transition into school.

Children are familiar with the consistent routines and know what happens next at any point in the day. For example, they know to go and wash their hands before eating snack and know to put their cup and plate into the washing-up bowl when they have finished. Snack is on a rolling programme that enables children to choose when they want to eat. This supports them to take ownership of their own health needs. The outdoor environment is promoted because they are able to move between indoor and outdoor spaces freely. Children are reminded about the need for appropriate clothing to go outdoors and develop self-care skills as they put on their own boots and coat. Children practise the evacuation procedures regularly, which ensures that everyone knows what to do in an emergency to keep themselves safe. They are further supported to keep themselves safe, for example, staff remind children to look out for others before running under the climbing frame.

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

The pre-school premises are safe and secure to protect children from intruders. Following an incident, where a child was able to leave the premises unsupervised, Ofsted made a visit. This resulted in a notice to improve being issued to the provider asking them to ensure that a robust risk assessment process is implemented, so that all staff are aware of the steps to take to ensure children are unable to leave the premises unattended. Significant steps have been taken to improve security, to make sure that this is never able to happen again. This has included the installation of a self-closing mechanism on the external gate and an additional digital padlock. Staff sign to say they have put the padlock on the gate and it is checked again before children are allowed outside to play. Risk assessments are carried out to ensure that children are able to play safely indoors and outside. Children are able to move freely between indoor and outdoor spaces. Staff move

between these play environments, to ensure that staffing arrangements meet the needs of all children and ensure their safety. Staff have a good awareness of the signs and symptoms of abuse, to help them recognise when children may be at risk. They know how to report concerns, in line with the Local Safeguarding Children Board guidelines. Recruitment procedures for new staff help to ensure that those working with children are suitable to do so and the induction programme supports staff awareness of their roles and responsibilities. A record is maintained to show that all staff have an enhanced disclosure and they sign an annual declaration to confirm there has been no changes to their suitability. An effective programme of regular supervision and appraisal is in place. This provides staff with a good system of support and ensures that any issues of underperformance are managed.

All documentation, necessary for the safe and efficient running of the pre-school is in place. Policies are reviewed by the pre-school committee, to ensure that they continue to reflect practice. The learning and development requirements are met well and are monitored by the pre-school manager, to ensure that children's individual learning needs are met. Partnerships with parents are strong. Parents feel that staff are friendly, approachable and welcoming. They appreciate that communication is clear and regular, and that staff are, 'professional and knowledgeable'. Parents state that their children, 'love going to pre-school'. The pre-school has effective partnerships with others who provide care and learning for the children. Children with special educational needs and/or disabilities are supported well, to secure any necessary additional professional intervention. This ensures children are supported to make the best progress that they can in their learning and development.

There is a strong commitment to the continuous improvement of the pre-school. The manager and staff act on advice from other professionals, such as support workers from the local authority. An action plan is in place that is challenging but achievable. Staff are encouraged to reflect on their practice and regular staff meetings take place to discuss practice issues. This forms part of strong self-evaluation processes that include seeking the views of parents. Management seeks the views of parents, through daily discussion and written questionnaires. Any concerns are acted upon, for example, management is considering setting up a page on a social media site for the pre-school. There has been a mixed response from parents about this. Management has worked to reassure parents that this will be a closed group and will not be accessible to the general public. It will be used to give parents information about the pre-school, such as closure dates. In addition, there will be a person to oversee and monitor its use.

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 | 257911 |
| Local authority | Norfolk |
| Inspection number | 993286 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 22 |
| Number of children on roll | 25 |
| Name of provider | Little Snoring Pre-School Committee |
| Date of previous inspection | 22/01/2009 |
| Telephone number | 07733144466 |

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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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