

Lapworth Pre-School

Lapworth Pre School, Station Lane, Lapworth, Solihull, West Midlands, B94 6LR

Inspection date

03/11/2014

Previous inspection date

22/04/2009

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 make good progress. This is because staff understand how children develop and learn and provide them with lots of motivation and high-quality interaction.
- Staff provide children with very positive role models to follow. Consequently, children behave exceptionally well and are kind and considerate towards others.
- Staff provide children with a visually attractive and well-resourced indoor learning environment. As a result, children settle quickly into play on arrival at pre-school and make lots of independent choices about their play and learning.
- The pre-school is led and managed well by the committee and managers. They are constantly reflecting on all aspects of the provision and show a strong capacity and desire for continuous improvement.
- Staff work in close partnership with parents and any others involved in children's care and education. Consequently, children experience consistency of care and their progress and well-being are effectively supported.

It is not yet outstanding because

- Staff do not always make the most of resources and opportunities to help children develop a strong sense of exploration while playing outdoors.
- Children's understanding of the benefits of a healthy lifestyle is not supported to the highest level. This is because staff do not exploit all opportunities to help children learn why a healthy diet is important.

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 inspected had a tour of the pre-school with one of the managers.
- The inspector spoke with the nominated person, the managers, staff and children at appropriate times throughout the inspection.
- The inspector observed activities taking place in indoor and outdoor spaces.
- The inspector conducted a joint observation with one of the managers.
The inspector took into account the views of parents gathered through discussion during the inspection and from written comments passed on to the pre-school management.
- The inspector viewed a selection of documentation and checked evidence of suitability for all adults working on the premises.

Inspector

Carol Johnson

Full report

Information about the setting

Lapworth Pre-school was registered in 1989 and is on the Early Years Register. The pre-school is managed by a voluntary management committee, which is made up of parents. The pre-school operates from a purpose-built, single-storey unit next to Lapworth Primary School, Solihull. The premises are easily accessible. There is an enclosed play area available for outdoor play and the group also has the use of the adjacent school grounds. The pre-school serves the local community and the surrounding rural area and has strong links with Lapworth Primary school. There are currently 33 children on roll, all of whom are within the early years age range. The pre-school is open each weekday. Sessions for children are from 9.05am until 1.05pm, during term time. Children are able to attend for a variety of sessions and, when numbers allow, the pre-school offers a morning club facility and a toddler lunch club. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities. The pre-school employs 11 members of childcare staff, plus an administrator. Of these, eight hold appropriate early years qualifications at level 3. 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:

- provide even more opportunities for children to explore and investigate using all of their senses while playing outdoors
- strengthen children's understanding of the benefits of a healthy lifestyle by developing even more ways to teach them about why it is important to have a healthy diet.

Inspection judgements

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

Children are happy, engaged and make good progress in their learning and development. This is because staff know them well and provide a learning environment that is exciting and rich in possibilities. Children enter the pre-school full of enthusiasm and quickly settle into play. They make independent choices about what they want to do and staff are close at hand to support and extend their play. Two-year-old children rush to play with dough and enjoy shaping it using their hands, fingers and a variety of tools. Staff introduce shape, size and number language and encourage children to talk about how the dough feels. As a result, children develop language and are encouraged to explore and investigate. The older children help themselves to various craft resources and soon

become engrossed in creating firework models. Their creativity is inspired by photographs placed on the craft table, and an example made by a member of staff. Children select boxes and cardboard tubes and attach feathers, paper and pipe cleaners using glue or sticky tape. Some children confidently and skilfully use scissors to carefully cut the different materials to the size they require. Others need some help and encouragement from staff, however, all children are willing to try and use the scissors independently. Staff talk to children about the models they have made and praise their efforts and achievements. Consequently, children are keen to participate in the activity and show lots of pride in their creations.

Staff understand how children learn and the quality of teaching is consistently good. Staff interact well with children and frequently observe them during play. Consequently, they discover important information about children's individual needs and interests. Furthermore, staff ask parents and any others involved in children's care and education to share the things they notice. Staff take time to think about everything they have seen and heard and this enables them to accurately identify the key areas where individuals and groups of children may need support, consolidation or extension. Children experience a good balance of adult-led and child-initiated activities. Staff know what they hope children will learn from planned experiences and ensure that the learning environment is resourced effectively to motivate children's independence and learning. The majority of resources are stored in ways that children can easily reach them and staff set up various activities ready for when children arrive at preschool. Initially, when children first arrive, the majority of play is child-initiated, however, as the session progresses children are invited to join in planned activities, led by staff. For example, children choose to join in with a planned cookery activity or independently go over to a member of staff playing with other children in the role play area. At various times throughout pre-school sessions, children are able to move freely between the indoor and outdoor learning environments. This practice suits the needs of some children, who learn better outdoors, and enables children to choose where they want to play and who they want to play with. The outdoor area at the rear of the pre-school includes a wide variety of resources and there are areas for children to play with sand and water and to sit and look at books. However, the full learning potential of the outdoor learning environment is not exploited to help children develop a really strong sense of exploration. For example, there is scope to add even more resources to the outdoor area so that children are further inspired to experiment with sound and texture.

Children show many of the skills they need in readiness for school and future life. For example, they count independently during their play and some of the older children recognise their names and are forming recognisable letters. Children demonstrate good problem-solving skills and learn about shapes, sizes and colours as they complete jigsaw puzzles and build with construction toys. Two-year-old children receive effective support for their communication and language skills. Staff routinely model language and speak slowly and clearly so that children can hear what they are saying. They listen to children and ensure that all children know that their attempts at communication are important. Furthermore, staff work in close partnership with parents and other professionals to provide consistent support for children experiencing speech and language difficulties. Consequently, children's communication and languages skills are developing well, in relation to their starting points, and their confidence is promoted. Staff plan and provide lots of activities that alert children to the wider world and differences and similarities in

people. For example, staff encourage children to look at themselves in mirrors and to create self-portraits. Children take part in activities inspired by a range of religious and cultural festivals, and staff encourage children to talk about special events happening in their home lives. Children's birthdays are celebrated and group times provide opportunities for children to share news and show items brought from home. Consequently, children develop positive attitudes towards diversity, an awareness of the wider world and gain a strong sense of their own identity.

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

Children enjoy their time at pre-school and are happy and settled. Effective, two-way communication between everyone involved in children's care and education means that children's individual needs, preferences and interests are successfully known and met. Before each child starts, they are assigned a key person who makes sure that they feel cared for and is the first point of call for their parents. In addition, the key person maintains their key children's progress records and ensures that their needs are reflected in the day-to-day planning of routines and experiences. As a result, the key-person system works well and relationships between staff and children are very good. Children are well prepared emotionally and socially for the move to school. The majority of children attending the pre-school will go to the adjacent Lapworth Church of England Primary School and staff members from the school and pre-school regularly meet. They discuss teaching methods and individual and groups of children, as appropriate. Furthermore, reciprocal visits are arranged for staff and pre-school children are invited to the school at various times throughout the year. Pre-school managers also contact any other schools children may be due to attend to foster similar lines of communication. Consequently, children are provided with some opportunities to meet school staff and to become familiar with the school premises before they move on. This allows them to prepare for the move gradually and provides them with some reassurance.

Children have plenty of space to play and rest and all children enjoy frequent access to the pre-school outdoor areas. The pre-school premises are maintained to a high standard of safety and cleanliness and staff effectively identify and minimise potential risks. Children show good personal care skills, in relation to their ages and stages of development. Staff work in close partnership with parents to provide consistent and effective support for children's growing independence. For instance, staff and parents work together to support children ready for toilet training. Sinks and soap and paper towel dispensers are fitted at child height and children wash and dry their hands with little or no help from staff. At snack and lunchtime, staff encourage children to try and independently open packets and pour their own drinks. Some do so with ease, however, staff are always close at hand should children need help or encouragement. Consequently, children gain confidence, a sense of responsibility and learn to manage their own basic hygiene and personal care needs. These are important skills and attitudes that they will need in readiness for school and future life. Lunchtime is managed well. Staff sit with the children and encourage good table manners and conversation. They talk to children about things that interest them and remind them of the need to take turns in conversation and to listen to others. In addition, they talk to children about the food they are eating and discuss

foods that are considered good or bad for their health. Staff explain how children have grown some fruit and vegetables at pre-school and have planned some cookery activities that follow healthy recipes. However, staff do not exploit all opportunities to help children learn about the benefits of making healthy food choices. Consequently, children's awareness of ways to protect their own health is not consistently promoted to the very highest level.

Staff treat all children as unique and valued individuals and provide them with very positive role models. Children's effort and achievements are promptly acknowledged and praised by staff and this practice effectively raises children's self-esteem and willingness to learn. Children's behaviour is exceptional. They show, by their comments and actions, that they understand staff expectations for their behaviour and they are kind and considerate towards others. Staff successfully use group times to explain to children what is acceptable and why some rules are necessary. For example, staff remind children not to run inside and explain that this is because they might fall or bump into others. Furthermore, staff successfully use puppets to encourage children to think about the impact of their actions and to recognise their emotions. Children know that they can talk to staff about things that make them sad or happy, and there is plenty of good quality interaction between children and adults. Children learn to take risks in a safe and supportive environment, for example, as they negotiate climbing equipment. In addition, they develop balance, coordination and control as they play with balls and wheeled toys. Staff regularly remind children of safe practices and talk to them about road and fire safety. Books, puzzles and role play are successfully used by staff to help reinforce safety messages and children act safely and sensibly in pre-school. Consequently, children feel very safe and secure and there is a very happy and friendly atmosphere in the pre-school.

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

Children are effectively safeguarded. This is because the committee is fully aware of its legal responsibilities and keeps abreast of any changes in legislation. Managers ensure that staff understand and follow effective practices and procedures and safeguarding forms part of the agenda at every staff meeting. Robust recruitment and vetting procedures ensure that all adults working in the pre-school are safe and suitable to do so. Visitors are closely supervised and children are only released into the care of authorised individuals. All staff have undertaken some safeguarding training and information about Local Safeguarding Children Board guidance and procedures is displayed in the pre-school. Staff confidently describe some of the possible indicators of abuse and know what to do in the event of any child protection concerns. Risk assessment throughout the pre-school is thorough and all required information about children is obtained from parents. As a result, children's safety and well-being are effectively protected.

Reflective practice is effective and ongoing at all levels. Staff observe children's reactions to experiences and routinely consider what went well during sessions and what could be improved. Managers regularly review children's progress records to monitor the quality of assessment and to identify any areas where children may need additional support or

challenge. Furthermore, management and staff carry out observations of each other's practice and feedback is successfully shared to celebrate good practice and identify staff professional development needs. Parents are actively invited to share their views, and many do so via questionnaires, sent out by the pre-school. These views are collated and responded to as appropriate. For instance, parents requested more information about the pre-school and the activities their children participated in. In response, more information is now displayed around the pre-school and opportunities to share additional information with parents, via open days and parent consultations, have been successfully utilised. Staff are enthusiastic about what they do and are keen to develop and learn. They describe how recent training entitled 'Time to Talk' has led to the development of visual aids to support children's communication and language skills. Online training through the Pre-school Learning Alliance is regularly accessed by both the committee and staff. For instance, the committee chairperson has accessed courses that include child protection and safer recruitment. The committee, and everyone working in the pre-school, is keen to raise standards even higher. Since the last inspection, improvements have included new kitchen facilities and the acquisition of additional outdoor space. Better observation and assessment methods are now used and staff encourage parents to share more of what they know about their children. Consequently, the pre-school shows a strong capacity for continuous improvement.

Partnership working between home, pre-school and any others involved in children's care and education is good. Information is effectively shared and successfully used to promote children's well-being and progress. Good links have been forged between the pre-school and the adjacent primary school. These links effectively support the transition process for children due to move on to this school and enable good practice and teaching methods to be shared between staff members. The pre-school benefits immensely from the strong support it receives from the families of the children who attend and the local community. Many of the parents have taken up committee roles and are actively involved in the running of the pre-school, for example, they carry out the appraisals of managers, review policies and manage the finances. A variety of social events have been used well to raise the profile of the pre-school, engage parents and to raise funds. Consequently, positive relationships are formed between staff, children and parents and a joined-up approach towards effectively supporting children's care and education is evident.

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	200662
Local authority	Warwickshire
Inspection number	871026
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	33
Name of provider	Lapworth Preschool Committee
Date of previous inspection	22/04/2009
Telephone number	01564 785332

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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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