

Fulford Pre-School

Village Hall, Fulford Road, Fulford, STOKE-ON-TRENT, ST11 9QT

Inspection date	24/11/2014
Previous inspection date	10/10/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Staff are highly enthusiastic and motivated. They act as excellent role models to children to enable them to become active thinkers and learners. Consequently, children make excellent progress and are extremely well prepared for the next stage in their learning, such as school.
- The friendly and caring ethos of the pre-school ensures that children quickly settle and develop excellent relationships with staff and each other. Therefore, their personal, social and emotional needs are extremely well met.
- Staff create an extremely interesting and inspiring environment indoors and outdoors. As a result, children are constantly engaged in stimulating and fun play opportunities, which support all areas of their learning and development.
- Excellent safeguarding policies and procedures are well known and implemented by staff who place the utmost importance on ensuring children are extremely safe and secure at all times.
- The staff team are highly reflective on all areas of their practice and the provision. They place the needs of children at the heart of all of their improvements, in order to achieve the best possible outcomes for children in their care.
- Partnerships with parents, other settings and professionals are superb. This ensures that children's needs are quickly identified and that they receive targeted support appropriate to their individual requirements.

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 observed activities in the main hall and the outside learning environment.
- The inspector conducted a joint observation with the manager, of an adult-led activity.
- The inspector held meetings with the manager of the provision and spoke with staff and children throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and a selection of policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent survey.

Inspector

Sharon Lea

Full report

Information about the setting

Fulford Pre-School opened in 1983 and has been registered at its current premises since 2007. The pre-school is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the village hall in the Fulford area of Stoke-on-Trent and is managed by a committee. The pre-school serves the local area and is accessible to all children. It operates from the main hall and there is an enclosed area available for outdoor play. The pre-school employs nine members of childcare staff. Of these, all hold appropriate early years qualifications from level 3 to level 6. The pre-school opens Monday to Friday, during term time only. Sessions are available between 8am until 4pm. Children attend for a variety of sessions. There are currently a total of 54 children on roll, of whom 44 children are in the early years age group. The pre-school receives funding for the provision of early education for two-, three- and four-year-old children. It supports 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:

- continue to enhance children's excellent understanding of the world through further awareness of the similarities and differences of others, for example, through displaying images of people of different cultures, ages, genders and abilities, in different roles and contexts.

Inspection judgements

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

The quality of teaching from all staff in the pre-school is outstanding. Staff are highly skilled and experienced, and have an excellent knowledge of the learning and development requirements of the Early Years Foundation Stage. Their enthusiasm and commitment to providing the best possible learning experiences is reflected in the very high expectations they have of themselves and children. They use their superb understanding of how children learn, to support children of all ages and abilities to achieve the best they possibly can in their learning and development. Consequently, children are highly motivated and engaged. They thoroughly enjoy their time in the pre-school, exploring the wide variety of high quality resources and activities provided by staff, both indoors and outdoors. Although staff have to set up and pack everything away every day, the environment that they create for children is exceptional. Staff plan the environment so that it covers all areas of learning, using information about the children's interests, to provide stimulating learning opportunities. They use their precise assessments of children's progress to identify individual learning targets for each of their key children. Staff support children to meet these targets through the continuous provision planning and through focused group times. As targets are continuously supported and reviewed,

children are being constantly challenged in their learning, resulting in them making excellent progress towards the early learning goals. This also ensures that any identified gaps in learning or delay in children's development are, therefore, addressed, through early intervention and support from staff or other agencies, to progress children's learning. Children who have special educational needs and/or disabilities receive outstanding levels of support from the highly experienced staff at the pre-school. This is because staff work in close partnership with parents and professionals, such as speech and language therapists to effect positive progress for every child, whatever their needs.

An outstanding feature of the pre-school is the enthusiasm and engagement of the staff with the children. It is highly evident that this has an extremely positive effect upon children, as they engage enthusiastically with all of the activities and opportunities available to them, clearly promoting a love of learning within them. Children of all ages are supported through differentiated adult-led activities extremely well. During focused group times, older children explore a different letter and sound each week. They identify items which begin with the letter sound and skilfully write the letter in the air with their finger, following clear instructions from staff about how to do this correctly. Children then participate in a story about a well-known monster whose name begins with the letter 'g'. Children each have a character from the book, which they introduce at the appropriate time, actively involving them with the story. Staff ask them questions during the story and recap events at the end, supporting children to become reflective and active thinkers. When the session is over, children can then practise writing this new letter in their writing books if they wish, developing their understanding of letter formation. Children have access to a plentiful range of writing resources indoors and outdoors, to further develop their writing skills. Group times for younger children also have a strong focus on developing their communication and language skills. Children identify familiar objects from picture cards, which staff extend through questions such as 'what noise do sheep make?' and 'where do sheep live?'. Children laugh when staff provide the wrong answer, developing children's confidence and self-esteem as they give staff the correct answer. Staff move onto shape and colour recognition, and children enthusiastically select different coloured items which they match to corresponding colour cards. It is evident that activities such as these are regularly reinforced with the children, as even the youngest in the group can correctly identify shapes and colour match objects. Mathematical understanding is developed through the use of 10 town number cards, which are used during group times and are also on the wall in the main room, for children to refer to at all times. Staff speak clearly to children at all times and ask them open questions during their play, to engage children in practising their language skills. Children are given plenty of time to respond and staff listen enthusiastically to their responses. Throughout activities, children clearly show their enjoyment in trying new experiences and they beam with delight when they receive regular praise for their efforts and achievements. This builds upon their confidence and they successfully develop a can do attitude.

Staff develop excellent partnerships with parents as soon as their children start at the pre-school. Parents are invited to attend meetings to introduce them to the Early Years Foundation Stage and how this is delivered by staff in the pre-school. Staff gather information about each child's interests and individual learning needs from their parents when they first start attending. This information is used to establish children's starting points to inform planning. Staff track children's progress and share this with parents,

including individual targets they are supporting their children with. This enables parents to work in partnership with staff, to further enhance their children's learning. Planning is shared with parents via noticeboards and frequent newsletters, keeping parents informed about what their children will be doing in the pre-school. Parents can review children's learning profiles at any time and are welcome to contribute observations of their children's learning at home. Older children take homework books home each week, with activities, such as drawing five objects which begin with a specific letter. All children take home a library book, to read together with their parents. In addition, children feel valued as their opinions are listened to and valued. Staff also complete a highly comprehensive progress check for children between the ages of two and three years, fully involving parents. Staff consult children regularly and complete All about me updates with them, providing opportunities for children to identify their particular likes and dislikes, and anything which they feel that they are finding difficult. This provides staff with valuable information about additional interests or areas where children need further support. Prior to moving onto school, staff invite parents to attend a getting ready for school meeting, to support them in preparing their children with the skills they require for the next stage in their learning. These positive partnerships and relationships ensure that there is effective information sharing and consistency for the child, and that those in need of additional support receive this to ensure that their needs are fully met. This joint approach supports children extremely well to make very rapid and exceptional progress in their learning and development.

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

Children quickly and happily settle into the pre-school, through carefully planned visits and settling-in sessions. All children have their own key person, who takes great care to make sure they forge close working relationships and excellent communication with parents. Key persons have an extremely good understanding of all children's individual care needs and routines, and children form exceptionally close bonds with them, supporting their emotional well-being exceedingly well. Parents are very happy with the high standard of care provided and describe the staff as 'fantastic' and 'like family'. Consequently, children are exceptionally happy in their care, resulting in them being extremely independent and self-assured individuals. This enables them to confidently explore the environment and enjoy their time in the pre-school. The pre-school has dolls, books and toys, which incorporate different cultures and countries, and children celebrate festivals such as Chinese New Year. However, images of people from other countries or cultures and those with disabilities are not evident, to fully support children's developing awareness of those other than themselves.

Children's independence and self-help skills are highly developed. They take care and pride in their environment as they look after the toys and resources and are fully involved at tidying up times. At snack time, children peel and cut their own fruit and pour their own drinks. They help to count the number of children and share out corresponding numbers of cups with their friends at the table. When they have finished their snack, they put any leftovers into the bin and clear away their cup and plate into a bowl. They do this very competently because they understand the routine and the high expectations which staff

have of them. Children are encouraged to say please and thank you and can be heard saying 'excuse me' to gain the attention of staff. Children are, therefore, developing excellent values in courtesy and good manners. All children independently use the bathroom and wash their hands, receiving support from staff if needed. Staff encourage children to wash thoroughly, including the back of their hands and in between their fingers. Children have an excellent understanding about why they need to do this, stating that they are removing germs which could make them sick. At lunchtime, children have packed lunches from home. As the setting is a healthy eating pre-school, staff provide parents with information on healthy lunch box options. Staff eat with the children, joining in their conversations and encouraging them to talk socially about their interests, developing their confidence in social situations. Staff support children well in understanding the importance of a healthy diet through weekly cooking sessions and discussions about foods which are healthy and those which are not. This supports children in making healthy choices. Children enjoy fresh air and exercise, and develop physical skills and confidence as they play on climbing and balancing equipment and wheeled toys, such as scooters and tricycles in the outdoor area. They visit the local school for gardening club one afternoon each week, where they learn about how to plant and nurture living things. A large indoor space is available for physical activities if the weather prevents outdoor play from taking place. Staff discuss being safe with the children during their twice weekly visits to the local school for gardening and library club. Children wear high visibility vests and staff support their understanding of road safety, helping to keep them safe. Children are supervised closely at all times and staff encourage them to use resources, such as scissors, appropriately. These opportunities enable children to take safe risks under adult supervision and support them in understanding how to keep themselves safe.

Staff act as exceptional role models in being kind to one another and creating a calm, welcoming and supportive atmosphere. Children are actively involved in play and learning which staff understand is important, to prevent them from becoming bored. Children are familiar with the routine throughout the session and are aware of staff's expectations with regard to appropriate behaviour. Children receive lots of smiles, praise, stickers and high fives from staff to acknowledge their positive behaviour and attitudes. As a result, children are polite and respectful, and exceptionally well behaved. Children also develop an excellent understanding of how to behave in other settings as they visit the local school to participate in various clubs. Staff ensure that children are emotionally well prepared when it is time for them to move on to school. This is supported through their regular visits to the local school, which gets children accustomed to the school environment. The pre-school staff arrange for teachers from all of the schools which the children move on to, to visit them in the pre-school. Staff also share a progress summary, with parental consent, to enable continuity of learning. Staff work closely with parents and health professionals to meet the needs of children with identified medical needs, ensuring their inclusion within the pre-school. Children's well-being is addressed extremely well and parents are provided with clear details on the setting's practices through policies on safety, illness and accidents.

The effectiveness of the leadership and management of the early years

provision

The pre-school team are highly motivated by their continuous drive for excellence, to provide each individual child with the best possible outcomes from their time in the pre-school. They are a strong team who are very well led by a manager, who empowers staff to demonstrate their own high-quality professionalism in supporting children's development. Each staff member has a thorough understanding of the policies and procedures, which underpin the exceptional practice in the setting. All staff have a thorough understanding of their role and responsibility in safeguarding and promoting children's welfare. Staff receive refresher training and policies are frequently updated, so they are fully familiar with the child protection procedures in the local area and have confidence to follow these. The safeguarding policies are highly comprehensive and include procedures to be followed if there are allegations made against staff members and regarding the use of mobile telephones and social network sites. Daily risk assessments of the indoor and outdoor environments are undertaken and any minor accidents which occur are recorded and analysed. Robust recruitment processes are in place to assess and continually appraise staff suitability. When appointing staff to work at the pre-school, extremely robust vetting procedures are undertaken, including Disclosure and Barring Service checks on all staff to ensure that they are safe to work with young children. Continual monitoring by the manager and effective and frequent supervision ensures that staff maintain high standards of professionalism and integrity. All of these measures in place ensure that children's safety and well-being is extremely well promoted at all times.

The manager and staff have a superb understanding of the learning and development requirements of the Early Years Foundation Stage. The outstanding quality of teaching by all staff results in children being animated, highly motivated and enthusiastic learners. Consequently, all children are making excellent progress in their learning and development given their starting points. The manager monitors the quality of teaching through regular formal and daily informal observations of staff practice. Feedback is provided to staff on this and all other areas of their performance through regular individual appraisal sessions, to discuss their professional roles and future development. The manager also monitors children's progress closely, to identify any gaps in learning or areas of the provision, which may require development. Staff continue their professional development by attending training opportunities and sharing what they have learnt with other staff in the pre-school. This motivates and inspires staff to enhance the already excellent practice in place.

Comprehensive self-evaluation systems are in place, demonstrating that staff do not become complacent and constantly strive for improvements. Staff complete self-reflection diaries, through which they are prompted to review their daily practices with the children. Staff reflect on daily activities, such as letters and sounds or how they encourage children to become active thinkers. These are then discussed in the regular team meetings, where they share thoughts and ideas on how to further develop their excellent practice. For example, large writing books for the children have been introduced, following staff reflecting upon the letters and sounds provision. Staff actively seek the views of parents through verbal feedback or questionnaires. Suggestions made by parents are welcome and actively addressed, reflecting the high value which staff place on parental partnerships. For instance, following a parental request for staff names to be more

evident, staff now wear lanyards with their name and photograph. Focused action plans are developed by staff, as a result of this continual reflection on practice, putting the needs of the children at the heart of everything that they do. Partnerships between staff and parents are outstanding. The information obtained from parents on their child's individual care and learning, and communication between staff and parents is excellent. Parents highly value the positive relationships they have with staff and this ensures that they work exceptionally well together to meet children's needs. Parents' comments are extremely positive and include examples, such as 'children become fond of staff and this helps to build the great environment' and 'staff know my child, interact and make parents aware of progress and behaviour'. Many parents' comment on how well their children are progressing and how involved they feel in their children's learning. The reception area has an abundance of useful information for parents to read, relating to the pre-school and to external groups, which are available in the local community. This ethos of openness and joint working is exceptionally strong, which greatly benefits the children who attend. Partnership working with external agencies and professionals, such as speech and language therapists and staff based in the local school is excellent. They are very welcome to visit children at the pre-school and staff follow through with any programmes of support which are identified. Where children attend other settings, in addition to the pre-school, staff complete a 'shared setting form' to share progress and targets, with parental consent. This joint working is extremely effective in ensuring that children are receiving the best possible, consistent care and education.

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	EY361013
Local authority	Staffordshire
Inspection number	863667
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	54
Name of provider	Fulford Pre- School Committee
Date of previous inspection	10/10/2011
Telephone number	01782 393105

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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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