

Neatishead & Barton Preschool

Neatishead Primary School, School Road, Neatishead, NORWICH, NR12 8XN

Inspection date

24/11/2014

Previous inspection date

09/07/2009

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

- Staff provide a great variety of motivating play activities both inside and outdoors that effectively encourage children's participation and interest in learning.
- Staff are committed to providing high quality care and learning opportunities, which helps them achieve positive outcomes for children through a good mix of group and adult-led activities.
- Children are happy and settled in this welcoming and supportive pre-school because the staff are sensitive, caring and kind. They fully support children as they begin at the setting and as they move on to school.
- Staff provide a wide selection of resources and activities so that children have good opportunities to make their own choices in play. As a result, children are enthusiastic and confident learners.
- Staff have a good understanding of their roles and responsibilities in relation to child protection and safeguarding children.

It is not yet outstanding because

- The information the pre-school shares with parents does not include precise next steps in learning in order for parents to further support their children's learning at home.
- There is potential for the pre-school to build upon the range of resources and activities which positively reflect diversity, to enhance children's appreciation of differences and similarities.

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 playroom and outdoor area.
- The inspector completed a joint observation with the manager.
- The inspector spoke to the manager and staff at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day of inspection.

Inspector

Lianne McElvaney

Full report

Information about the setting

Neatishead and Barton Pre-school opened in 1975. The provision was re-registered on the school premises in February 2009 on the Early Years Register. The nursery employs four members of childcare staff. Of these, one holds an appropriate early years qualifications at level 4, two hold level 3 qualifications and one member of staff is unqualified. The nursery serves the local area and is accessible to all children. It operates from a purpose-built, wooden building sited within the grounds of Neatishead Primary School, in Norfolk. There is an enclosed area available for outdoor play. The pre-school provides care for children from the village and the surrounding area.

The provision is open each weekday, from 8.45am to 2.30pm, during school term-time. There are currently 18 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- enhance systems for communicating with parents to include more specific next steps in learning to support children's learning at home more effectively
- enhance children's understanding of similarities and differences in people and their communities and, therefore, further support children's knowledge of diversity.

Inspection judgements

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

Staff have very good knowledge and understanding of the Early Years Foundation Stage and of how young children learn and develop. They are skilled and experienced staff and the quality of teaching is good overall and some aspects are outstanding. Staff implement planned and interesting experiences based on individual children's interests. For example, children find ice in the outdoor learning area and staff support them to explore the way it melts in their hands or breaks if they drop it on the floor. This means they gain an understanding of the world in which they live. Staff understand how to motivate children to learn well. They encourage children and engage them in conversations, valuing their speech and promoting their ideas. For example, as children watch the ice melting staff skilfully ask open-ended questions, which enables children to develop their own thoughts. Staff discuss and demonstrate that they value the various opinions and thoughts of children and encourage them to give their attention to what others say, while engaging fully in the activity. This enables children to express themselves well and link their knowledge to their experiences. This clearly extends their thinking as they respond to

what they hear with relevant comments and answers. Individual learning profiles are in place for all children and these include photographs, observations and assessments. These are linked to the areas of learning and are used to track and plan for children's individual next steps. Summaries of children's learning and the progress check carried out for children between the ages of two and three years are completed regularly and shared with parents. Children's progress is closely monitored by their key person, facilitating a good knowledge about children which is used effectively to provide support. As a result, children make very good progress in all seven areas of learning and this helps to prepare them for the next stage in their learning, such as school.

Staff promote children's communication skills well as they encourage them to share what they know through many discussions. Staff use stories, songs and rhymes effectively to support and help children develop secure speaking and listening skills. Staff skilfully adapt adult-led activities to meet individual children's needs. This enables staff to provide experiences matched to children's current interests and learning needs, so that they can extend and consolidate what children know and can do. For example, they skilfully prompt more able children to begin to hear and recognise the initial sounds in words. Children's language and literacy skills are further supported as a good selection of books are easily accessible and children enjoy looking at them, both independently and with others. Children demonstrate their mathematical knowledge well as they count the children standing in the queue in a song they are learning to sing as a group. Staff effectively organise a good selection of resources so that children can make safe and independent choices in their play. Staff use their observations of children to provide additional resources that support and extend children's chosen play activities, such as resources to support colour mixing with paints. However, there is scope to better support children's understanding of diversity through the introduction of more resources throughout the setting.

Partnership with parents is good. The staff work closely with parents, encouraging them to stay if needed for initial sessions to help children to settle. They obtain information about children's likes, dislikes and medical and dietary needs. They also gain feedback for children's prime areas of learning to inform key persons' initial observations. Children's development profiles are freely available and the parents' noticeboard informs parents about the early years curriculum. Many displays around the playroom inform parents of what learning experiences children have been involved in and the achievements made. They also contain details of the seven areas of learning so that parents understand how their children can learn effectively. However, staff do not always utilise every opportunity to provide parents with detailed information about their children's learning and development, such as their child's next steps, to enable parents to further extend their children's good learning at home.

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

The key-person system is effective. Staff have formed close bonds with the children, who approach them and visitors confidently to engage them in their play or ask for their support. This shows that they feel safe and secure in the pre-school and provides children with a stable base to learn and develop from. This helps children to feel self-assured and

promotes their well-being very well. As a result, children's social and emotional development is fostered well. The pre-school is friendly, warm and welcoming and resources are easily accessible in low-level storage units. These are labelled to support children in making their independent choices. Children confidently move around the pre-school and outdoor area, freely choosing how and with what they would like to play with. The main playroom has areas of learning, such as, the book corner, water, sand and the post office role-play area. This means children are busy, active and well occupied. They use their imaginations well and are supported effectively by staff to talk and play with each other.

Staff implement age-appropriate behaviour management strategies and have clear and consistent boundaries in place to manage children's behaviour. For example, they explain to younger children that they must share toys and give them regular praise and encouragement. Where there are any disagreements between children, staff deal with these appropriately, sensitively and swiftly. Staff teach children about safe practices. They remind children about simple safety rules, such as not running indoors. As a result, the majority of children play cooperatively with each other and behave well. Staff encourage children's physical development outdoors through the use of trikes, ride on cars and hobby horses. The children are able to access the school playground and field which provides them with the opportunity to develop their physical skills as well as exploring nature. Staff support children's understanding of healthy practices and good hygiene routines. Children are encouraged to wash their hands before snack time and after using the toilet. Snack time enables children to develop skills in making independent decisions as they choose freely when and what to eat and drink. Staff eat lunch with the children, which enables them to discuss a healthy diet and helps children to learn about the importance of adopting healthy lifestyles.

Staff work hard to develop links with the community and strengthen partnership working. For example, children visit the school hall for their physical education lesson. This fosters good relationships with school staff and enables the children to become familiar with the school environment which prepares them for the next stage in their learning. They encourage local school teachers to visit the children at the pre-school to get to know them and develop relationships in readiness for their attendance at school. Transition information is shared with the schools and other settings children attend as required. As a result, the staff provide continuity for children in their care and aid moves to other settings.

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

Safeguarding is effective because the safeguarding and welfare requirements are fully understood by the manager and all the staff. The manager demonstrate a very good understanding of her responsibilities to meet all the requirements of the Early Years Foundation Stage. All the required records and policies are in place and readily available for the inspection. The pre-school has a clear recruitment procedure and all staff are subject to identity and suitability checks. Staff fully understand safeguarding procedures and know who to contact and the action to follow if they are worried about a child's

welfare. Staff-to-child ratios are appropriately maintained at all times and staff are deployed effectively to ensure children's needs are met. Staff take all necessary steps to safeguard children and to promote their welfare. Visitors are asked to sign in on arrival. The pre-school is next to the school site and is very secure. During busy times, when parents and their children are arriving at and departing from the pre-school, staff are extremely vigilant to ensure that any unauthorised person is not able to enter or any child able to leave unsupervised. For example, staff stand at the doorways to monitor the entrance. This ensures a safe environment is maintained for children at all times.

The manager has a secure awareness of what constitutes good teaching and learning. Staff have a very good understanding of the educational programmes and good systems are in place to observe, assess and monitor children's progress. Staff benefit from regular supervision meetings, appraisals and in-house training. This helps to identify any potential weakness in teaching and learning, to ensure that staff continue to develop their knowledge and skills. This means the quality of teaching is at a consistently high level for the benefit of the children attending.

The manager has a clear drive for continuous improvement. The pre-school is well managed and the team are dedicated and work well together. Staff have completed self-evaluation. This takes into account the views of parents and children to provide a detailed view of the strengths and weaknesses of the pre-school. The manager and staff place a strong emphasis on developing a secure partnership with parents and other professionals to support children's continuity of care and learning. Parents spoken to during the inspection are very happy with the care and education their children receive and highly recommend the pre-school to others.

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	EY390384
Local authority	Norfolk
Inspection number	859269
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	18
Name of provider	Neatishead and Barton Playgroup Committee
Date of previous inspection	09/07/2009
Telephone number	01692 630 241

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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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