

# Blofield Pre-School Playgroup

The Margaret Harker Hall, Yarmouth Road, Blofield, Norwich, Norfolk, NR13 4RH

<b>Inspection date</b>	25/11/2014
Previous inspection date	29/03/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 setting is led and managed very effectively. The supervisor and her practitioners are committed to the continuous development of the setting. This creates a dedicated, motivated team where everyone works together to ensure children benefit from a continually improving provision.
- Children with special educational needs are well cared for as practitioners are skilled in providing care that meets each child's specific needs. This ensures that every child makes good progress in respect of their individual starting points.
- Children learn very well in an enabling, well-resourced environment that fully promotes their independence and creativity.
- Staff monitor children's development well. They accurately identify their next steps in learning and effectively incorporate these into planning.

### It is not yet outstanding because

- Staff do not always consider a variety of ways to encourage and enable parents and carers to support and enhance their children's learning in the home environment.

## 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 was given a tour of the areas of the building used by the setting.
- The inspector spoke with the supervisor, committee members, practitioners and children at appropriate times throughout the inspection.
- The inspector looked at children's learning journals, planning documentation and a selection of policies and children's records.
- The inspector checked evidence of suitability and qualifications of all adults working with the children and the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day, in questionnaires and comments in children's learning stories.
- The inspector undertook a joint observation with the supervisor.

## Inspector

Cathryn Wilkinson

## Full report

### Information about the setting

Blofield Pre-School Playgroup was registered in 1972 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the village of Blofield, Norfolk. The pre-school serves the local area and is accessible to all children. It operates from a multi-purpose community hall and there is an area available for outdoor play. The nursery employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, one at level 4 and the supervisor has a foundation degree. The pre-school opens Monday, Tuesday and Thursday, during the school term. Sessions are from 9.10am until 3.10pm. Children attend for a variety of sessions. There are currently 41 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children and 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:

- review how parents and carers are encouraged and enabled to extend children's learning, for example, by suggesting activities they can do at home.

### Inspection judgements

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

Practitioners have a very good understanding of the learning and development requirements of the Early Years Foundation Stage and plan a very well-balanced educational programme which is linked to children's interests and their development. Up-to-date information about children's needs is continually collected and then used by practitioners to ensure children are effectively supported. Practitioners know all the children well and provide toys and resources that they enjoy, but also offer new challenges. For example, when children play cricket, practitioners encourage them to hit the ball and run to stand by coloured shapes in the playground. This encourages them to think and recall shapes they know. Children make good progress in relation to their starting points and capabilities, regardless of the length of time they have been in the pre-school and how often they attend. Photographs and observations of the children learning and developing are shared with parents. Parents welcome these and say it helps them understand how the children are learning.

Practitioners carry out initial assessments of children on entry to enable them to identify their starting points. Tracking systems reflect children's progress towards the early learning goals and ensure gaps in learning are quickly identified and planned for. Practitioners monitor children's achievements looking for ways in which learning can be improved. Parents are provided with information on notice boards about the areas of

learning and are informed about activities. Children are also able to take pictures home to colour if they wish. However, practitioners do not always encourage all parents to be actively involved with their child's learning at home, for example, by providing ideas of activities which can be done at home to further support the continuity in learning. Practitioners complete the progress check for children between the ages of two and three years and this is shared with all parties to ensure children's needs are met. Children's communication and language development is promoted very well throughout the pre-school. Practitioners teach children rhymes and action songs and they enthusiastically join in. Practitioners constantly talk to the children as they play, asking them questions and modelling correct language. They speak directly to children and skilfully question them to encourage their thinking and problem-solving skills. For example, when the children are filling buckets with sand the practitioner says, 'is it full yet? Can we put some more sand in the bucket?' Children think and decide there is room for another small scoop of sand. The book corner has a wide selection of books that the children enjoy reading. They are displayed in a cosy, child-friendly den and children sit comfortably on cushions and reading their favourite stories. Children invite a practitioner to join them and she brings the story alive by reading it with expression. She asks children the names of the animals in the story and they can confidently tell her, then they show delight because they find soft toys of animals illustrated in the book. Practitioners take the children to the library where they listen to stories read by other adults. They borrow books to take back to pre-school to support their current topics. Children's interest and skills in technology are fostered well. For example, they are taught how to use simple programmes on the touch-screen computer. They select articles of clothing to dress a variety of characters.

Children are very well prepared for school life as they are familiar with daily routines, such as snack time. They listen very well in larger group situations, for example, singing songs and listening to stories together. Children exude confidence when they speak within a larger group, especially when they talk about exciting activities they have been engaged with at home. Children enjoy opportunities to learn about their local community, as well as, the wider world. For example, their learning is enhanced by walks into the village, such as when they visit the post office. Children are invited into the sorting office and see the staff sorting letters. They purchase stamps for the post cards they write and post them to their families. The pre-school forges links with the local church. Children make models following a visit to a castle and are invited to display them in the church as part of a celebration weekend. Children learn about the diversity of the world when they see resources from other countries, then cook and eat samples of food from the country.

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

Children play in warm, welcoming surroundings, which are extremely well organised to promote their learning. They move freely from activity to activity, independently and confidently choosing resources, which are easily accessible to them both inside and outside. The key-person system is effective, with strong attachments forming between the practitioners, children and their families, which promotes good levels of well-being. In addition, the supervisor and her practitioners know all the children very well. Children are proud of their achievements and staff recognise their efforts by continually praising them. Children are well behaved, they share and turns playing with resources. For example

children dress dolls and help each other choose outfits for their dolls. They show familiarity with routines, taking responsibility to help tidy away resources enthusiastically, such as, when it is time for lunch time or when it's time to go home. They cheerfully go to wash their hands before eating their snack and after they visit the toilet.

Children spend time in the fresh air through daily outdoor play. An enclosed outdoor area has been developed with independent access from the play room. Children have a host of opportunities outdoors to make independent choices of resources to support all areas of learning. They play with sand and use bats and balls. The children read books and write lists on paper clipped on boards. They run and laugh as they wave ribbon streamers whilst exercising important arm muscles. Children are provided with a very safe environment in which to play and gain an understanding of how to keep themselves safe through routine procedures, such as fire drills. They follow pre-school rules and walk safely around the indoor environment. Practitioners and committee members monitor where and when accidents and incidents occur and use this information to make the environment safer. Children are given good opportunities to develop their independence and recognise their own needs ready for starting school. For example, they recognise their own name written on cards and find these each morning when they arrive. They hang them on coat pegs of their choice with their belongings. They have other opportunities to read their name because they see it on cards when they have their snack. Children use spoons to serve themselves fruit and bread sticks, they pour their own drinks, choosing water or milk.

Excellent transition arrangements are in place with the local school. Teaching staff visit children at pre-school during the summer term, then invite them to spend sessions in school. This means they become familiar with school and confident to start. Practitioners take photographs of school grounds, staff who work there, classrooms and such places where children will play. They make these into a book and alongside it they record spoken information. Children enjoy looking at these because they can see what their school looks like and can hear about it also. All of this supports successful transitions for all children. Progress children are making is shared with teachers. Children have a sense of belonging to pre-school as they recognise their photograph displayed with their key person. Children say, 'I was lying in bed thinking how much I like pre-school.'

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

Leadership and management are very good because there is a strong commitment to providing a high quality provision for all children. The supervisor has a lot of experience and is supported by a very well-established team. A committee supports and monitors all the work of the pre-school, they raise funds meaning good quality resources can be provided to extend children's learning and in addition they organise social events for everyone to join together. The supervisor, deputy supervisor and all the practitioners continually reflect on their practice. They observe the children playing and respond to children's interests in their learning. For example, practitioners observe many children are interested in playing with dolls, dressing them and taking them for walks in pushchairs. They set up a large area with a wide selection of inspiring resources for them to share and play together. All practitioners convey a genuine enthusiasm and passion for their work

and this is evident in their daily interactions with the children.

The supervisor understands her overall responsibility and ensures safeguarding and welfare requirements are implemented. Practitioners have undertaken the required safeguarding training and are aware of procedures to follow should they have any concerns about a child in their care. A range of policies and procedures to support the effective running of the setting are shared with parents so that they are clear about the care provided. Children's safety is given high priority. Regular risk assessments are undertaken and routinely reviewed alongside daily checks, ensuring the children are always safe at pre-school. Children show they feel safe and secure as they move confidently around the environment, making choices of whether to play inside or outdoors. Parents say, 'the children get to do lots of things and can choose what they want to do.' Information needed to support children's welfare is sought at the time of registration. This includes such things as permission to photograph the children, visit the library and walk to the local post office.

Robust recruitment procedures are in place, which means that only those suitable to work with the children are appointed. Practitioners are competently monitored and supported by the supervisor, deputy and chair of the committee. A system of appraisals and regular meetings is established, ensuring practitioners feel valued and supported. A wide range of training is attended by all staff to support children's individual needs and family backgrounds. Self-evaluation is embedded, ensuring that areas for improvement are realistic and enhance children's experiences at playgroup. Parents' views are sought through questionnaires and this contributes to ensure there is a clear vision for the future for all parties. Parents are warmly approached by staff on arrival and at collection time and a good exchange of information takes place about the children. Other information is shared by regular newsletters. Parents and carers spoken to are extremely complimentary about the pre-school and say, 'All the staff are wonderful. It's a lovely setting and the staff are very approachable.' Parents are invited to attend parents' evenings where practitioners celebrate children's learning and development and discuss how parents can support their child's learning. Each term practitioners send home learning journals and parents are given the opportunity to read observations of their children's learning during activities and see individual photographs taken of them at play. Children are proud of their journals and look at them daily because they are displayed in the book corner. Important daily information is also shared with carers who may bring and collect individual children and other early years settings that some children attend. This means that all parties work together for the children. The playgroup successfully promotes partnership working with a variety of professionals, sometimes for those children who need additional support, to ensure the outcome for all children is maximised. Parents say, 'I know the pre-school is run well because I see happy children.'

### **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

<b>Unique reference number</b>	253952
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	866810
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	41
<b>Number of children on roll</b>	41
<b>Name of provider</b>	Blofield Pre-School Playgroup Committee
<b>Date of previous inspection</b>	29/03/2011
<b>Telephone number</b>	01603 712498

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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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