

# Freethorpe and District Pre-school

County Primary School, School Road, Freethorpe, NORWICH, NR13 3NZ

## Inspection date

25/11/2014

Previous inspection date

08/12/2009

## 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 offer a wide range of well-presented activities and resources covering all the areas of learning, effectively promoting children's learning and development.
- Staff are committed to safeguarding children and they fully understand their roles and responsibilities and the procedure to follow should they have any concerns.
- Staff are passionate and committed to the continual improvement of the pre-school, striving to always provide the best care and education for the children.
- Strong partnerships with parents and external agencies mean that children receive the support they need to enable them to make progress.

### It is not yet outstanding because

- On occasions, activities are overly adult-directed. This reduces the opportunities for children to solve problems for themselves.
- The monitoring of assessment is not fully effective to check that gaps are narrowing for groups of children identified as being in need of support.

## **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 had a tour of the inside and outside areas of the pre-school and held discussions with the manager.
- The inspector carried out a joint observation with the manager and held discussions with staff and children.
- The inspector observed adult-led and free-play activities taking place in the playroom and outside area.
- The inspector took into account the views of parents and carers spoken to on the day.
- The inspector checked evidence of suitability and qualifications of staff working with children and the pre-school's self-evaluation plan.

## **Inspector**

Hayley Ruane

## Full report

### Information about the setting

Freethorpe and District Pre-school was registered in 2009 and is on the Early Years Register. It is situated in a classroom in Freethorpe School in Freethorpe, Norfolk. The pre-school is managed by a voluntary committee. The pre-school serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The pre-school employs eight members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, and two at level 2. The pre-school opens Monday to Friday, 8.45am until 3.30pm, term time only. Children attend for a variety of sessions. There are currently 51 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. It supports a number of children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- provide children with further opportunities to solve problems, for example, by allowing them time to consider and test out possible solutions for themselves
- enhance the already good monitoring of children's assessment to track the progress of a range of different groups of children, in order to identify and narrow any gaps in their learning.

## Inspection judgements

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

All staff at this pre-school have a good understanding of the Early Years Foundation Stage. As a result, children are offered a good range of opportunities to learn through well-organised, purposeful play. Staff carry out regular observations of children and use these to complete assessments, including the progress check for children between the ages of two and three years, to establish their current working levels. Staff refer to child development sheets to establish each child's knowledge, skills and abilities accurately and identify areas where children are not progressing at expected levels. Staff are aware of the next steps for each child and their starting points, which are developed from All about me booklets, completed by parents prior to their children starting. Staff assess each child's next steps at regular intervals to ensure that they are consistently making good progress in their learning and development. The pre-school is very well organised so that children can make good choices to support their interests and play. For instance, children enjoy experimenting with the variety of interesting resources in the creative area and spend time exploring coloured gloop mixture with glitter. Staff present resources well, which supports children to extend their own play and learning. For example, the indoor garden contains

real soil and plants for the children to investigate with posters to enable children to learn about the parts of a plant.

Staff interactions with children are good. Staff promote children's communication and language skills well because they model language effectively. They also provide plenty of opportunities for children to engage in conversation, such as group circle times, planned activities and through self-chosen play. However, occasionally staff overly direct some activities, which reduces opportunities for children to solve problems for themselves. Children learn to count, add on and take away as they sing and play. They take part in activities that sustain their interest and help them to learn about life cycles and growth and nature. For example, children grow fruit and vegetables, which they pick and eat. Children enjoy exploring different textures and practise early writing skills as they make marks in trays filled with corn-flour. Staff extend children's literacy development well as they sit alongside them and talk about the different letters they are forming. Children learn about letters and sounds and take part in creating art work to display showing the new words they have learnt. This prepares children well for their next steps in learning and their eventual move to school.

The key-person system is highly effective in sharing information and engaging parents in their children's education. This includes an inclusive approach, such as supplying communication books for parents whose children are collected by other family members. In addition, the manager attends meetings that bring together the relevant services involved with some families and supports them fully. Staff know children well because they take time to meet them and their parents. Staff gather information from parents and children as they settle in. Staff support children with special educational needs and/or disabilities well as they work effectively with parents and other professionals in order to provide additional support and plan for each child's individual needs.

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

Children enjoy their time at pre-school and new children settle well. Children that have been attending for a while have developed secure attachments to staff and explore the environment with confidence. They are aware that they can gain reassurance at any time from staff, who are close by. This fully supports their personal, social and emotional development in readiness for the move to school. Children access their belongings from individually named pegs and staff encourage older children to put on their own coats. This supports them gaining a sense of belonging in the pre-school and promotes their independence. The information gathered from parents before children start enable children's key persons to provide an environment and support tailored to children's individual needs. Staff use a gradual process to help children settle, and parents are encouraged to stay and play with their child. This is dependent on each child's response and helps to create a smooth move between home and the pre-school. Children take part in mixed age group activities. As a result, they are encouraged to socialise with others and negotiate friendships, to support their developing relationships.

Staff develop and extend children's understanding of the importance of a healthy lifestyle

that involves physical exercise and a healthy diet. Children benefit from regular fresh air and exercise during outdoor play. They have a wide range of opportunities to learn about healthy lifestyles, for example, staff provide a range of nutritious healthy snacks. Children have access to water throughout the session and are offered water or milk with their snack. Children sit together and are very sociable. They talk to each other and share experiences. Parents are encouraged to provide a healthy packed lunch but a home cooked meal is provided, if required, by the host school.

Children learn how to keep themselves safe and how to use equipment safely. Visits from police officers support children's understanding of how to keep themselves safe by talking about road safety. Children's behaviour is good because staff have high expectations of behaviour. Rules help children understand what is expected of them. They learn to share by using words to talk about their needs and feelings and staff remind them to walk when inside. Children respond well to praise, which boosts their self-confidence and motivates them immensely. Children are invited to visit the reception class in the on-site school and, in turn, teachers visit the pre-school. This enables them to get to know each child well and prepare children emotionally for their next stage of learning.

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

The manager and staff ensure that the pre-school is kept safe for children. For example, staff ask all visitors to sign in and out and they accurately record the hours of children's attendance. The fire detection and fire control equipment is regularly checked and the staff carry out regular evacuation practices as they use the clearly marked exits. This ensures that they know what to do in the event of an emergency. There is a robust recruitment procedure in place and all adults working with, or with access to, children and their details have been vetted for their suitability. This includes Disclosure and Barring checks and references. As a result, the pre-school management team have done everything they can to ensure adults working with children in this pre-school are safe and suitable. Staff knowledge of safeguarding is robust. They have a good understanding of the signs of abuse and the action to take if they have any concerns about a child's welfare. Their practice is supported by secure policies and procedures. The premises are kept secure and thorough risk assessments are undertaken, ensuring children can play safely and freely. Staff work well as a team to promote the smooth running of the session. They are well deployed, indoors and outside, ensuring children's safety and supporting them in their play and learning.

The manager regularly meets with staff to discuss and share any ideas and to further promote effective outcomes for children. They carefully monitor staff performance, both informally, through working alongside the staff, and more formally, through supervisions to identify training needs. This helps to promote good outcomes for children. Staff are encouraged to improve their knowledge and skills and have good opportunities for continued professional development to support their various roles and responsibilities. Key persons monitor educational programmes effectively for individual children and the

manager has an overview of all children's learning and development. However, the monitoring of some assessments does not fully reflect the range of groups of children attending the pre-school. For example, she does not review groups of children with delayed speech and language or children on funded sessions and how this may have an impact on planning and securing precise intervention.

Partnerships with parents are very good and staff actively gain the views from parents through questionnaires and daily discussions. Parents describe the pre-school as having 'friendly staff' and comment on receiving good information about their children's learning. The pre-school has established good links with the on-site school and shares children's learning and development. The pre-school has developed links with other providers, where the care of children is shared, by completing link books to secure a two-way flow of information, to support children's learning. The management team and staff are very reflective of their practice and work effectively as a team to improve outcomes for the children. Systems for evaluating the provision are good and incorporate the views of parents, children and staff. These assist them in keeping up-to-date on the learning and development requirements and reflecting on and improving their current provision. The manager has also established effective links with other relevant agencies and has received visits from support workers and an early years adviser to help develop practice further.

## 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>	EY393306
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	859512
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	51
<b>Name of provider</b>	Freethorpe Playgroup Committee
<b>Date of previous inspection</b>	08/12/2009
<b>Telephone number</b>	07789993912 or 01493700215

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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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Piccadilly Gate  
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