

Horsford Pre-School Playgroup

Horsford Village Hall, Holt Road, Horsford, Norwich, Norfolk, NR10 3DN

Inspection date

27/11/2014

Previous inspection date

08/03/2012

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 are well protected and cared for in a safe, calm, learning environment. They are happy and show a high degree of confidence because of the strong bonds they have formed with staff.
- The key-person system is effective in engaging parents in their children's education. Parents appreciate the quality of care and education provided for their children. Good partnerships with external agencies mean that children are well supported in their learning and development.
- Skilled and knowledgeable staff provide a good range of purposeful learning experiences. They effectively monitor children's progress through observation and assessment, which means children make good progress in their learning.
- Children are happy and settled in this welcoming and supportive pre-school because staff are sensitive, caring and kind. They fully support children as they begin at the setting and as they move on to school.

It is not yet outstanding because

- The outdoor area is currently under development. At this time, not all areas of learning are fully promoted to encourage children to develop a full range of skills during outdoor play.
- Not all staff consistently use effective questioning to maximise children's already very good language and communication skills.

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 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 staff 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

Horsford Pre-School Playgroup opened in 1968 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in the Horsford area of Norwich, and is managed by a committee of parents. The pre-school serves the local area and is accessible to all children. It operates from the village hall and there is an enclosed area available for outdoor play. The pre-school employs 10 members of childcare staff. Of these, two hold appropriate early years qualifications at level 4, one at level 3, three at level 2, three at level 1 and one member of staff is unqualified. The pre-school opens Monday to Friday all year round. Sessions are from 9am until 3pm. Children attend for a variety of sessions. There are currently 47 children attending who 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 a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- improve the outdoor provision even further to provide more opportunities for play and exploration across all areas of learning
- improve the questioning skills of all staff in order to extend children's language, communication and critical thinking skills to the optimum levels.

Inspection judgements

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

Effective systems for observation and assessment enable staff to plan suitable activities for children. Children's progress is tracked in their journals, which is used to plan the next steps in their learning. Children's learning journeys show that children make steady progress towards the early learning goals. Parents have regular access to their children's learning journeys and have the opportunity to comment and contribute to their children's profiles. Children happily engage in a range of interesting activities, such as, role-play, malleable, creative and sorting. Staff provide many opportunities for children to communicate. For example, staff join in with children's role-play engaging them in creating shopping lists of food on clip boards. Children use pictures as well as developing early writing to convey meaning. Children are eager to contribute and talk about the pictures. Opportunities for children to develop an understanding of basic phonics are also in place. Children link sounds to letters, which encourages their early literacy skills. Children have free access to a variety of mark making materials developing their fine motor skills. Children who speak English as an additional language are well supported and make steady

progress. Parents are pleased with the specialist support that their children receive. The statutory progress check for children between the ages of two and three years is firmly in place and shared with parents.

Children's mathematical skills are developing as they count, sort and match shapes. Children enjoy playing with dinosaurs and blocks to develop positional language, fetching additional dinosaurs to enhance their play. Staff are sensitive and know when to join in children's play but on rare occasions, some staff do not seize the opportunity to fully question, extend children's vocabulary and challenge their critical thinking to the optimum level. There are adequate opportunities for children to develop their creativity through painting, play dough and music sessions. The outdoors provide adequate opportunities for children to run around, climb, crawl, balance and ride trikes and cars. Consequently, their physical skills are well promoted. However, opportunities for children to develop skills in other areas of learning such as, literacy or creativity are not yet as prominent in the outdoor environment. The manager is currently working on plans to enhance the outdoor area, so that this environment becomes a richer source for children's learning.

Children are well prepared for the next stage of their education because of the good transition arrangements that exist. Children visit their new classrooms and meet their new teachers. Teachers also visit children at the pre-school. The transition book helps children familiarise themselves with their new class teacher, activities and their new classroom. Parents have the opportunity to share their concerns with the pre-school staff who discuss this with the school. Children are developing appropriate skills to help them learn and develop, ready for the next stage of their education. Relevant information about children's learning and development is shared with the receiving schools, which supports this process further.

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

Children are warmly welcomed by staff as they arrive at the pre-school. They are well cared for and protected. Space is used well and good quality resources are well organised so that they are accessible to all children. As a result, children move around the room confidently, making choices and moving and handling resources independently. The youngest children who have been at the setting for a short while have settled in well because of the strong, secure relationships they are developing with staff. Children behave well because staff work well as a team to reinforce and acknowledge positive behaviour. Children know what is expected. Praise and rewards are used well to motivate children. There are effective strategies in place to support those children who have difficulty managing their behaviour.

Staff are highly effective in promoting children's independence within the daily routine. For example, children find their own coats and are encouraged to put it on with support before going outside. They access resources independently and help tidy up the room. Children are encouraged to have a go and try new things. They demonstrate positive attitudes to learning and are eager to get involved. Children adopt good hygiene practices as they wash their hands after using the toilet. Gentle reminders from staff support new children with the hand washing routines. They learn how to keep themselves safe and to

use equipment safely. For example, staff teach the youngest children how to manoeuvre pedal cars safely.

Children enjoy a healthy snack of breadsticks, fruit and a drink of water or milk. Children's dietary and medical needs are observed when preparing snacks. The key-person system is effective in sharing information with parents regarding their child's learning and development. Strong links with the school and good transition arrangements mean that the move to primary school is a smooth one. Staff prepare children for the move by talking to them about the changes that might occur and by sharing the transition book with them. As a result, children are self-assured and emotionally ready for the challenges ahead.

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

Arrangements for safeguarding children are good. Staff have a good understanding of the safeguarding procedures and are vigilant so children are well protected. All staff understand their responsibility to protect children in their care and know how to report concerns they may have about a child. The premises are secure and visitors are checked before entering the pre-school. Daily risk assessment of the premises and equipment ensure that children can play safely. There are good procedures in place to check staffs' suitability to work with children. Some members of staff hold current paediatric first-aid certificates so children are well cared for should they have an accident.

The manager provides sound leadership for an effective team of dedicated staff. Systems for monitoring the educational programmes are effective. Staff performance is managed well and the manager is proactive in identifying when staff need additional training. Annual appraisals and regular supervision meetings are documented and inform accurate targets for continued staff professional development. As a result, staff are more confident in their role, particularly with regards to safeguarding children. The manager and staff team are committed to developing and enhancing the pre-school. They have successfully addressed the recommendations from the last inspection and identified areas for future improvement. For example, the setting has identified the outdoors as an area for improvement. It now has free flow access to the play area as this has been recently fenced off, providing more opportunities for children to play outside as well as indoors.

Good partnership with parents means they are fully involved in their children's education. Daily discussions with parents, the daily diary and the pre-school's website keeps parents well informed of activities and their children's progress. Parents share information about their children when they first start at the pre-school. Parents' views are sought which demonstrate the appreciation of the care and education provided, particularly for those children needing additional support. They comment that staff are approachable, very supportive, understanding and willing to help. Strong partnerships with the school enable children to make a smooth move to the next stage in their learning. Good specialist support and advice enable staff to plan effectively to meet children's additional needs.

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	254125
Local authority	Norfolk
Inspection number	866836
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	34
Number of children on roll	47
Name of provider	Horsford Pre-School Playgroup Committee
Date of previous inspection	08/03/2012
Telephone number	01603 890811

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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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