

# The Fledglings Pre-School

Salhouse Primary School, Cheyney Avenue, Salhouse, NORWICH, NR13 6RJ

## Inspection date

27/11/2014

Previous inspection date

09/01/2012

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

3

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 complete regular and precise observations and assessments of children and use these effectively to plan suitably challenging activities. Consequently, children make good progress.
- The friendly interactions between children and staff help them to form secure, emotional attachments. As a result, children demonstrate that they feel safe and confident in the care of staff.
- Staff safeguard children because they demonstrate a good understanding of safeguarding procedures and are confident in their ability to implement them effectively.
- The provider has a clear focus and vision for the pre-school. As a result, the manager and staff team have the drive to continuously improve and move the pre-school forward.

### It is not yet outstanding because

- The indoor storage of some equipment means it is not easily accessible to children. This means they cannot always make choices about what they want to play with.
- The monitoring of the good tracking of children's learning and progress does not sufficiently identify the differences in attainment for all groups of children.

## **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 inside and outside
- The inspector held discussions with the head teacher of the host school, the manager of the pre-school, the staff and the children.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the pre-school's self-evaluation and improvement plan.
- The inspector took account of the views of parent's spoken to on the day.

## **Inspector**

Sharon Alleary

## Full report

### Information about the setting

The Fledglings Pre-School was registered in 2011 and is on the Early Years Register. It is situated in a self-contained mobile classroom within the grounds of Salhouse Primary School, in Norfolk, and is managed by the Governing Body of Salhouse VC Primary School. The pre-school serves the local area and is accessible to all children. It operates from one room and children have access to the school playground for outdoor play. The pre-school employs seven members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday, term time only. Sessions are from 9am until 12noon and 12noon until 3pm. There are also an after school sessions that run Monday to Friday, from 3pm to 6pm. Children attend for a variety of sessions. There are currently 25 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.

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

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

- enhance the organisation of resources to allow children greater independence and knowledge of what equipment is available to explore and play with
- enhance the monitoring of the already good tracking of children's learning and progress, so that the pre-school extensively raises attainment to the highest level.

## Inspection judgements

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

Skilful teaching means children's progress in their learning and development is good. Staff understand that children learn through their play and they make the most of opportunities that arise during the session to extend this. For example, when young children play with play dough, staff show them how to use the rollers and cutters. This supports children's physical skills. Systems to assess children's starting points are effective. Parents are involved and consulted from the outset. They share care routines and children's learning from home. Staff identify children's next steps for learning because they complete spontaneous and focused observations. Staff use this information to plan fun activities based on children's interests to enable them to move towards the early learning goals. As a result, they have the necessary skills in readiness for school. Staff take the time to get to know children and observe them at play, linking these to ages and stages of learning. Staff demonstrate through discussion that children make good progress over time. Furthermore, recently introduced written tracking documents mean that staff have a visual support to monitor children's ongoing progress.

Staff share the progress check with parents for children between the ages of two and three years. This consequently helps them to support their child's learning at home. The progress check focuses on the prime areas of learning and development. Staff willingly play a game with children, where they are encouraged to take turns. This supports children's developing personal, social and emotional development. Children are confident in their communication and talk freely and excitedly with the inspector. Staff sensitively interact with children as they play, and they use a running commentary and engage children in conversation. Consequently, this builds sentences and supports children's speaking skills. Outside, children explore with enthusiasm. They confidently propel cars and scooters, and they manoeuvre them around the playground with good levels of control. Staff introduce the sand tray for children to explore their ideas and talk about what they can feel and see when adding water to the dry sand. Staff use their skills effectively to engage with children and enhance their language and communication by asking them open-ended questions. Staff give children plenty of time to respond.

Children enjoy singing time as they practise for their imminent nativity performance. As a result, they are building up a repertoire of songs and rhymes to develop their expressive arts and language. Children have opportunities to take part in a variety of arts and crafts. For instance, they become engrossed in painting their hand to create a handprint. Staff demonstrate how children can use this handprint to make a popular face to create a Christmas card. As a result, children explore their imaginative arts skills. Staff listen to parents at drop-off and pick-up times and share any significant information from home. This demonstrates positive partnership working with parents. Each child has their own learning journey book, which is shared with parents to help them understand how well their child is progressing. Parents are actively involved in supporting their children's learning at home because the manager regularly sends home newsletters that suggest ideas for parents to try at home.

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

Children are very happy and emotionally secure, as they form close bonds with their key person, who gets to know children and their families well. Settling-in sessions are flexible, meaning that children settle well and enjoy their time at the pre-school. Children seek to interact with visitors to the pre-school and confidently ask questions and talk about the day and their family. This demonstrates a sense of belonging. Children listen well to staff and respond to what they say. As a result, behaviour is good. Staff are positive role models and use specific praise and encouragement to support children with an understanding of what is expected of them. Children's independence is encouraged with regard to their personal care needs through the routines that are in place, for example, using the bathroom and washing their hands at appropriate times throughout the day.

Staff meet children's toileting and personal care needs well. Children use the toilets in the host school, which provides opportunities for them to develop an understanding of some safety measures. For instance, not running away from staff and waiting for staff to open the heavy door. Children's understanding of healthy choices is supported by a selection of

fruit and breadsticks at snack times. Children enjoy both indoor and outdoor play to effectively develop their physical abilities and promote their good health. Children understand how to keep safe by practising regular fire drills and ensuring they are familiar with the procedure.

Children benefit from playing with a range of equipment that reflects their interests. Books are of good quality, including touch and feel books. Children show a real interest in sharing books with visitors and with each other. However, some resources are not easily accessed, as they are stored out of sight. This means children have less opportunity to freely access equipment independently and to make more choices in their play. That said, the pre-school has a thorough improvement plan in place to develop the entire pre-school with a major building project. This includes the provision of more space, new resources and the building of a new classroom, to promote children's independence and enjoyment. The pre-school is on the school site and has very good, move to school arrangements. Good relationships are built up as the pre-school joins the reception class for Golden Time. This supports continuity of learning when children move on to a new phase in their learning.

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

The provider sets high aspirations for quality, with the aim to provide all children with good quality care. This is evident in the plans and ideas for the new classroom that will cater for the pre-school children and those who attend before and after school sessions. Staff have a good understanding of safeguarding procedures and know how to identify and report concerns they may have about children in their care. Furthermore, children are protected from potential harm because there is a clear policy on child protection, including the use of mobile phones and cameras. Staff attend regular training to further understand safeguarding procedures. Risk assessments are in place, and they are reviewed regularly and amended when a situation occurs. Staff carry out daily visual checks, which means risks to children are identified and minimised. Comprehensive policies and procedures, which promote children's health, safety and welfare, are fully in place and effectively implemented.

Staff hold current paediatric first aid certificates. Staff sign and share any accident forms promptly with parents on collection of their child. Effective recruitment and vetting systems ensure suitable adults who are enthusiastic and motivated care for children. No adult has unsupervised access to children without suitable Disclosure and Barring Service checks taking place. However, the turnover of staff in this pre-school is low. The manager has a positive attitude towards supervising staff performance to ensure consistency. The provider and manager highly value and support staff. As a result, they create a happy and harmonious environment where children thrive. The provider sees ongoing training as an important part of early years and childcare. Consequently, all staff are required to attend training courses to ensure the pre-school is able to develop and improve. The manager and staff examine planning and assessments as a team to maintain consistency and an accurate understanding of children's skills, abilities and progress. However, this

occasionally lacks precision in analysing the attainment of all groups of children, so provision extensively raises achievement to the highest level.

The provider and manager are enthusiastic and they have clear plans for the pre-school's future, focusing on the major building project and wrap around care arrangements. Staff build good relationships with parents and chat to them on a daily basis about their child's achievements and well-being. A good range of information on display boards in the foyer ensures that parents are fully informed about the Early Years Foundation Stage and the organisation of the pre-school. Furthermore, the manager issues regular newsletters. The pre-school shares information with other settings children attend generally well. For instance, the progress check for children between the ages of two and three years is written in consultation with shared carers. This supports children's learning and well-being by ensuring continuity in their care and development. Because of good partnerships, children benefit from a consistent approach to teaching. This supports their development and contributes to the good progress they make towards the early learning goals.

## 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>	EY430725
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	875951
<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>	16
<b>Number of children on roll</b>	25
<b>Name of provider</b>	Salhouse VC Primary School Governing Body
<b>Date of previous inspection</b>	09/01/2012
<b>Telephone number</b>	01603 720402

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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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