

# Clenchwarton Pre School

Memorial Hall, Blackhorse Road, Clenchwarton, KING'S LYNN, Norfolk, PE34 4DN

<b>Inspection date</b>	02/12/2014
Previous inspection date	29/01/2009

<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		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision requires improvement

- Children increasingly direct their own play and are able to flow freely between the indoor and outdoor learning environments. This helps them to make choices in their learning.
- Safeguarding is a central focus for the pre-school who prioritise children's safety uppermost in their considerations.
- Children settle easily as they form strong, trusting bonds with their key person through introductory arrangements which are suited to individual children and their families.

### It is not yet good because

- The quality of teaching is variable because practitioners do not consistently maximise children's learning during small group activities, or concentrate on the prime areas of learning when setting the next steps in their learning and development.
- Children's independence and self-help skills are not always promoted which does not help them learn helpful life skills.
- Practitioners are not yet functioning as an integrated team following the recent re-organisation. This is because the programme of team meetings and support for practitioners is not yet effectively embedded.

## 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 pre-school and talked with practitioners.
- The inspector viewed the indoor and outdoor learning environments.  
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners, and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents spoken to at the inspection
- The inspector reviewed the provider's hardcopy self-evaluation form as provided at the inspection.
- The inspector carried out a joint observation with the deputy manager.

## Inspector

Deborah Hunt

## Full report

### Information about the setting

Clenchwarton Pre-school was registered in 1968 and is on the Early Years Register. The pre-school operates from one room in the village hall in Clenchwarton, near King's Lynn in Norfolk. There is an enclosed outdoor play area. The pre-school serves the local area and beyond and is accessible to all children. The pre-school opens Monday to Friday, from 9am until 3pm, during term time only. Children attend for a variety of sessions. The pre-school provides funded early education for two-, three- and four-year-old children and there are 65 children on roll. They support children with special educational needs and/or disabilities. The setting employs 11 practitioners, including the manager. Of these, seven hold appropriate early years qualifications at level 3 and two hold a qualification at level 2. Three practitioners are currently working towards a higher level qualification. The pre-school is a member of the Pre-school Learning Alliance and receives support from the local authority.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the quality of teaching by considering the individual needs of each child, by focusing strongly on the prime areas of learning and use this information to plan challenging, enjoyable experiences to maximise their learning, particularly during small group activities.

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

- support children's developing awareness of their growing independence through routine activities, such as during snack time, by consistently encouraging them to carry out practical tasks for themselves
- foster an ethos of mutual respect and open communication between individual team members to build an approach which best meets the needs of all children attending, for example, by embedding team meetings, supervisions and monitoring.

## Inspection judgements

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

Children have fun as they learn at the pre-school and make satisfactory progress towards the early learning goals. In general, practitioners provide a range of child-initiated and adult-led activities that children enjoy. Planning and assessment have been reviewed since

the last inspection to ensure children's progress is increasingly suitably monitored. However, some practitioners do not pay sufficient attention to children's learning in the prime areas. For example, they do not focus on developing their personal, social and emotional skills, communication and language, and their physical development, when planning for the next steps in individual children's learning. This does not offer children a firm foundation in their learning. Therefore, not all children make consistently good progress in their development, which affects their readiness for the next stage in their learning. Furthermore, during some small group activities, practitioners display variable teaching skills. This is because they use conversation and questioning less effectively to encourage children to think critically and creatively. For example, a planned activity is offered to teach children how differently rice feels when dry and wet and how it behaves in water. Practitioners offer children language to describe uses for rice and some new words, such as 'squidgy'. However, they do not consistently provide further explanations to build on children's interests and develop their understanding. For example, when children say they eat rice with a curry, a practitioner asks if they know how a curry is made. Children do not know, but the practitioner makes no effort to explain. Children's interest is, therefore, lost and the activity loses momentum as a result. Consequently, children make steady, rather than good progress.

Children are offered plenty of choice as resources in the pre-school room are organised attractively and effectively. This promotes children's ability to follow their interests and develop independent learning. Practitioners read to children of all ages from the selection of books available, which are rotated weekly. Some practitioners are skilled story tellers and these members of staff engage children in enjoyable songs and games. They encourage children to join in and predict what will happen next, which suitably supports their communication and language skills. On occasions, children enjoy music and join in with popular nursery songs and rhymes, such as, 'twinkle, twinkle little star' and 'I'm a little teapot'. Children participate in a range of art and craft activities as, for example, they make handprint reindeer cards and learn about colour as they mix paint. At times, children also explore different media, such as sand and gloop with opportunities to express themselves through the use of other natural materials. Their sensory awareness develops as they make their own play dough and add malted-milk powder to replicate the smell of a night time drink a child's grandparents enjoy. Children's knowledge of early technology is adequately supported as adults introduce them to interactive toys, tablets and musical instruments. Children develop their ability to engage in imaginative play as they dress as princesses and super heroes and enjoy cooking in the play kitchen.

Practitioners support children with special educational needs and/or disabilities to ensure their needs are met and that they make progress from their initial starting points. They liaise with children's parents and any other professionals involved, tailoring their learning to their specific needs. Parents provide useful information as children begin attending and practitioners share ideas with them to support children's learning at home. They are kept informed about children's progress through daily routines and can see children's learning journals whenever they like and take them home to look through them at their leisure. Practitioners complete routine assessments of children's learning, including the progress check for children between the ages of two and three years. These measures help support parental involvement in their children's early learning experience.

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

Practitioners quickly develop a sound understanding of children's individual needs and stage of development through the flexible settling-in arrangements offered to children and their families. Children initially attend a 'look and see' day with their parents and later attend a taster day to see if they enjoy being at the pre-school. They are introduced to their key person who works closely with them to help them make the move from home into their care. Consequently, children develop positive, affectionate bonds with their key person and feel secure in their care. Parents contribute useful information about their children's routines, preferences and abilities, which helps to provide a smooth transition from home into the pre-school. Children play together harmoniously as they are encouraged to develop friendships and learn to socialise with one another. Practitioners offer activities which promote the integration of older and younger children, such as at snack time, where older children are encouraged to support their younger peers. This helps them as they prepare to meet a wider range of children and families in future transitions, such as when they move up to school.

Practitioners are positive role models and encourage children to be polite and learn helpful social skills. Children's emotional welfare and well-being is fostered as they use the mirror and consider how they feel each day using the poster displayed. They decide if they are 'hip-hop hungry' or 'snip-snap happy' and talk with their peers and practitioners about ways to manage negative feelings. Children, therefore, show caring attitudes towards one another, for example, a child helps a friend to carry a heavy box as they tidy away the toys before they have lunch. Children's behaviour is good and they cooperate well during their activities. Older children speak confidently to the adults around them, showing good levels of self-esteem. However, the planning for children's personal, social and emotional development is variable. As a result, the support that practitioners provide is not always effective. Practitioners encourage children to be responsible for some aspects of their own self-care, such as washing their hands and getting their coats and boots on ready for outdoor activities. Although, during daily routines, practitioners carry out some practical tasks that children enjoy doing themselves, such as pouring their drinks for them and serving them with the food from their lunchboxes. This means children are not as effectively developing the practical skills needed for the next stage in their learning.

Practitioners maintain a clean, hygienic environment to help promote children's health and avoid cross-infections. Children learn about safety in practical ways, for example, as a practitioner explains that flipping the bin lid is not sensible as it may result in other children's fingers getting hurt. Children develop healthy lifestyles because they have the freedom to access the outdoor areas as they wish throughout the day. Practitioners encourage children to participate in active games indoors and out, such as rolling tractor tyres, riding trikes and playing chase together. Visitors are invited into the pre-school to talk to children, such as a vet and dentist. This helps them learn about people who help us. Children have nutritious, varied food selections at snack time and parents are encouraged to provide healthy lunchboxes. They develop their understanding of healthy foods through planned activities, such as baking, or playing food related games.

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

**provision**

Practitioners have a suitable understanding of safeguarding procedures and regularly attend training to update their knowledge of child protection. The manager and her deputy have attended the advanced safeguarding training so there is always someone available to offer informed guidance, if necessary. The pre-school has clear written policies to further ensure children are adequately safeguarded. These are easily available for practitioners to refer to and parents can read them on their website or in the setting. All visitors to the pre-school are constantly supervised to keep children safe. Practitioners conduct daily checks of the premises to ensure children's safety indoors and out. Written risk assessments take account of other factors, such as the cleanliness of the toilets, toys and equipment. As a result, children play in a safe and adequately clean environment. Recruitment procedures are robust. All practitioners undergo appropriate checks to ensure they are safe and suitable to work with the children. The manager has implemented an effective induction programme to ensure new practitioners know about their roles and responsibilities. A separate induction procedure is in place for the pre-school committee so that as they change, incoming members are aware of their role and responsibilities. All of which helps to ensure children's safety.

The manager adequately monitors the performance of practitioners. However, this is a relatively new team and they are not yet cohesively operating as one unit. This is because the support offered through team and supervision meetings is not yet securely embedded within practice. As a result, the channels of communication are not working effectively enough for all practitioners to feel involved in the changes taking place to bring about planned improvements. Despite this, almost all practitioners demonstrate enthusiasm for their work, which helps to ensure children enjoy their learning. The introduction of new planning and assessment systems since the last inspection has enabled practitioners to begin tracking and monitoring children's progress more effectively. They are, therefore, better able to make plans for the next steps in children's learning. However, at times, these are not focused enough on helping children to achieve the important skills they require to help them make consistently good progress in their learning. The pre-school's self-evaluation is helping to bring about necessary improvements in the quality of teaching and has already resulted in some positive changes. The recommendations from the last inspection have mostly been met. The complaints procedure has been much improved and a detailed induction procedure is now in place for practitioners and the committee. Planning and assessment has been overhauled and improvements can already be seen. However, further work and training is needed to ensure that all practitioners understand fully what is needed to support children effectively to make the best progress possible in their learning and development. Consequently, the setting's progress is steady, rather than good.

Parents generally indicate they are pleased with the quality of the pre-school provision and believe their children are safe and well cared for. They receive a suitable range of written information about the setting, including guidance on the learning and development requirements. Practitioners offer parents daily feedback about their children's activities and make sure they know about any accidents or incidents. Partnerships with other agencies, such as speech and language specialists, help to ensure children with special

educational needs and/or disabilities receive suitable support. The manager has developed sound partnerships with the local school and other early years providers and is actively engaged in building relationships with other school children move onto.

## 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>	254024
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	866821
<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>	30
<b>Number of children on roll</b>	65
<b>Name of provider</b>	Clenchwarton Pre School Playgroup Committee
<b>Date of previous inspection</b>	29/01/2009
<b>Telephone number</b>	01553777765

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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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