

Endmoor Pre-School

St. Patrick's C of E Primary School, Gatebeck Road, Endmoor, KENDAL, Cumbria, LA8 0HH

Inspection date	12/01/2015
Previous inspection date	19/03/2012

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 happy because their emotional well-being is effectively nurtured. The staff know their children very well and tend to their every need, providing flexibility in their daily routine so that children settle when they are ready.
- The staff bring together their strengths and share their ideas to create a diverse and dynamic team. They place children at the centre of what they do and constantly reflect on their own practice in order to improve their provision.
- Children make good progress in their learning and development. This is because the staff skilfully monitor the progress that they are making and support their next steps through a broad range of challenging and fun experiences.
- Children are kept safe because the staff place a high priority on their safety and well-being. Effective teaching methods ensure that children develop their own awareness of safety through a wide range of meaningful activities.
- Partnerships with parents and others are good. The staff use a good range of effective strategies to fully involve parents with their children's learning.

It is not yet outstanding because

- On occasions, children are not always supported in accessing the outdoor environment to further extend their own initiated play when this arises.
- There are some missed opportunities for children to further extend their already good early writing skills when they create their own pictures.

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 toured the areas of the setting.
- The inspector took account of the views from parents and carers spoken to on the day of the inspection.
- The inspector observed children in the main playroom.
- The inspector held discussions with the manager, staff and children during the inspection.
- The inspector conducted a joint observation with the manager of the setting in the outdoor environment.
- A range of documents were examined by the inspector. These included evidence of suitability checks, the provider's self-evaluation form, staff training records, children's learning files and the policies and procedures.

Inspector

Charlotte Bowe

Full report

Information about the setting

Endmoor Pre-School was registered in 2005 and is on the Early Years Register. It is situated within St. Patrick's C of E Primary School in Endmoor, near Kendal in Cumbria and is managed by a committee. The setting serves the local and extended rural areas and is accessible to all children. The setting operates from a designated classroom within the school and children also have access to shared facilities, such as the hall, computer suite and toilet facilities within the school. There is an enclosed area available for outdoor play. The setting employs three members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The setting opens on Mondays from 9am to 12pm and on Tuesdays, Wednesdays and Thursdays, from 9am to 3pm, during term time. Children attend for a variety of sessions. The setting also hold a parent and toddler group on Friday mornings. There are currently 15 children attending who are in the early years age group. The setting provides funded early education for two-, three- and four-year-old children. It is a member of the Pre-School Learning Alliance.

What the setting needs to do to improve further

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

- maximise the opportunities for children to access the outdoor environment to further support children in extending their own initiated play when this arises for example, by adapting the outdoor playtime routine so that children can make even more choices for themselves
- enhance the opportunities for children to extend their already good early writing skills, for example, by encouraging children to attempt to write their own names on the pictures that they make.

Inspection judgements

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

Children make good progress in their learning and development from their starting points. Staff seek detailed information from the parents to determine what children already know and can do as they begin at the setting. The staff add to this information as they complete their own initial observations of children. This ensures that they have a good understanding of children's unique starting points. Children are observed regularly as they play. Their achievements are accurately captured and clearly linked to the seven areas of learning. The next steps in children's learning are clearly identified and staff use this information to plan activities that are shaped to children's individual needs and interests. In addition, an effective tracking process is used to monitor the progress of all children to ensure that any gaps in individual or groups of children's learning is swiftly identified and

supported. Furthermore, a 'unique child' progress report is completed for all children each term and clearly records the progress that they are making in all areas of their learning. As a result, children are being supported to be ready for their next stages in learning and for their eventual move on to school.

The staff are well qualified and have a good understanding of how children learn and develop. They provide a broad range of challenging and fun experiences for the children to engage in that take into account their current interests. As a result, children are motivated to learn and sustain their interest. Children develop good communication and language skills because the staff engage very well with them as they play. They are knowledgeable in knowing when to intervene to extend children's thinking skills. For example, they allow children time to play and explore the rice in the sensory tray and follow the children's lead when they initiate that it is 'teatime'. They engage in conversation and support children in thinking creatively as they ask the children what they have made. Children readily respond and talk about the cake that they have made. This is further extended as staff ask children to think about what flavour the cake is. As a result, children become good communicators. Children develop their colour recognition as they group red, blue and green buttons into coordinating pots and when painting pictures using the colours of their choice. This is further extended as children explore what happens when mixing two colours together. They enjoy experimenting with the different colours to make the colour pink. Children develop their early writing skills when writing captions for their story board and as they access the wide array of mark making materials on offer. However, there are some missed opportunities for children to develop their already good writing skills when they create their own pictures. This is because the staff often write their name on for them, rather than encouraging the children to attempt to do this for themselves each time. Children enjoy listening to the 'gingerbread man' story and eagerly join in with the familiar rhyming string. They confidently access the private reading area to look at books and enjoy taking books home in their book bags to share with their family. As a result, children develop their early reading skills. This all means that children are provided with depth and breadth in their learning and development.

Partnerships with parents are good. The staff use a wide range of effective strategies to fully involve parents in their children's learning. A daily log of children's achievements are recorded on the 'what we have been up to today' sheet by both parents and staff. Diary sheets are sent out to parents at the end of each week and parents are encouraged to record their children's achievements from home, their current interests and the activities they have taken part in. The staff use this information to inform their planning and to support their next steps in learning. This ensures that children's learning is effectively supported. An 'open door' policy ensures that parents are welcomed to chat to staff and look at their children's learning files at any time. These are well presented and contain a wide range of observations, assessments, photographs and children's own work. The 'unique child' progress report is fully shared with parents each term and they are strongly encouraged to contribute their thoughts. As a result, a shared approach to children's learning is fully embraced. Therefore, children benefit from continuity in their learning and development.

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

Children are happy and settled in this welcoming and supportive environment. Staff are extremely friendly, caring and kind and tend to children's every need. They nurture children's emotional well-being through their effective key-person system. For example, staff choose key persons carefully, taking into account the relationships that are formed with the child and their family. As a result, secure emotional attachments are formed. Settling-in sessions are tailored to children's individual needs. Daily routines are flexible in meeting the needs of the children during their induction period. For example, children can choose to continually play alongside the children at registration time and snacktime and join the group when they feel ready. This ensures that they feel confident and assured. Staff engage with the children as soon as they arrive in the morning, instantly taking an interest in what they have been doing at home. Furthermore, they encourage children to share their news with the other children at registration time. This supports children in feeling valued. Staff are good role models and teach the children the expectations of the setting very well. Children play cooperatively together, sharing their resources and taking turns. They respect the resources and know when to tidy away because a familiar tune plays in the background for them to listen to. As a result, children display positive behaviour.

The play environments are creatively decorated with a good range of children's work. This ensures that children develop a sense of pride in their achievements. The wide range of resources both indoors and outside inspire children to play and learn. Children are independent in their learning because staff encourage them to do many things for themselves in readiness for school. Children confidently hang up their own coats and bags as they arrive at the setting. They feel valued as they become the helper of the day at snacktime and hand out the plates and cups to their friends. Children make their own choices when selecting the resources from the low-level shelving units. However, although children generally have the choice whether to play indoors or outside, there are occasions when children are not always supported in accessing the outdoor environment to further extend their own initiated play when this arises. Children are emotionally prepared for their move to school because staff provide many opportunities for them to spend time in the school environment. For example, children are confident when joining the school children for lunch when staying for the whole day and often attend special assemblies and plays. This means that children become familiar with their new surroundings and feel assured as they move on to school.

Children learn about healthy eating practices because staff ensure that snacks and lunches are healthy and nutritious. Children learn where their food comes from as they actively collect the eggs from the chickens in the school yard. Staff skilfully follow children's interest in their body and use an effective body book to teach the children about how their body works and the effects of healthy eating. Children have many opportunities to exercise to develop their good health in their outdoor play areas and as they go for walks in their local community. As a result, children adopt healthy lifestyles. Staff encourage children to begin to manage risks for themselves. Children enjoy building with the large crates and wooden blocks. Staff skilfully remind them to be careful not to build their structure too high as it will fall over. Children learn to keep themselves safe because staff use an effective range of techniques to teach them about this. They learn the importance of keeping the toys and equipment clean so that they are safe to use. For example,

children take a leading role in washing the dolls with soapy water. In addition, staff remind them to be careful when using knives to cut up their fruit for snack. As a result, children are confident in managing their own safety needs.

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

Managers and leaders have a good understanding of their roles and responsibility in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. All staff place a high priority on protecting children from harm and attend safeguarding training as part of their core training. This ensures that they have a good understanding of what would alert them to any concerns about a child in their care. Furthermore, they are knowledgeable in the procedures that they need to take in the event of a child protection concern. Good systems are in place to keep children safe. All visitors to the setting are thoroughly vetted as they enter through the main entrance of the school. Identification badges are checked and the reasons for the visit are sought before entry to the setting is gained. Staff are effectively deployed so that children are fully supervised both indoors and outside. Majority of staff are paediatric first aid trained. Therefore, they have a good understanding of the procedures to follow in an emergency and when treating accidents within the setting. For example, staff comfort and reassure children who have hurt themselves and treat the accident accordingly. An 'ouch form' is completed and shared with parents on that day, so that they are made fully aware of the accident that occurred and the treatment given. Robust recruitment procedures ensure that staff are suitable for their role. Suitability checks, including the required Disclosure and Barring Service check, are swiftly carried out. In addition, references are sought from previous employers and qualifications are checked prior to employment. This all ensures that children are kept safe with trusted and experienced adults. As a result, children are fully safeguarded with a team of staff who show a high regard for their safety and well-being.

The quality of teaching is good. Staff bring their strengths together to create a diverse and dynamic team who all work very well together. They regularly discuss children's progress as they work together each day and share their ideas as they plan for children's learning. Children's progress is monitored at all levels to ensure that all children are making good progress. Furthermore, the manager monitors the educational programmes using her effective summative sheet to ensure that any gaps across groups of children are swiftly supported. For example, a good range of mathematical enhancements, such as cars, tractors and counting frogs have been added to the areas of play to encourage more boys to show an interest in numbers and counting. These are having a positive impact upon the children who readily engage in developing their counting skills. Staff are truly dedicated to their roles and are committed to continuous improvement. The quality of teaching is monitored effectively and a good programme of support and training is in place for all staff. Regular supervision meetings are carried out and enable them to discuss what they do well and to identify any required support. Staff are encouraged to attend regular training events to update and refresh their own knowledge and skills. These are based around their own needs and interests and the needs of the children. Staff skilfully apply what they have learned within their practice to support the children in their care. They constantly reflect on their own practice and value the views of parents and children as

part of the evaluation process. As a result, children benefit from good quality care and learning with a team of staff who place children at the centre of what they do.

Partnerships with parents are good. Parents report that their children are happy and settled in a homely environment with staff who are dedicated and caring. Staff ensure that parents have a good understanding of the activities and experiences that will be provided for their children. For example, the informative notice board provides parents with a wealth of information on the Early Years Foundation Stage for them to read. Parents are kept informed of the themes that children are engaging in through the weekly newsletter so that they can further support their learning at home. As a result, children benefit from continuity in their learning and development. Partnerships with others are strong. Staff are confident in working with a range of professionals to support the children in their care. Their good links with other settings ensure that children's care and learning needs are shared effectively. Staff do this through an effective diary book and through sharing children's assessments regularly. Excellent links with the attached school ensure that children feel part of the wider school through the sharing of play areas and activities. Staff readily share information relating to children's progress and learning with the reception teacher before they move on to ensure that the teacher has a good understanding of where children are in their learning when starting school.

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	EY313627
Local authority	Cumbria
Inspection number	856751
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	15
Name of provider	Endmoor Pre-School Committee
Date of previous inspection	19/03/2012
Telephone number	015395 67388

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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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