

# Steeple Bumpstead Pre-school

Village Hall, Bower Hall Drive, Steeple Bumpstead, HAVERHILL, Suffolk, CB9 7EX

## Inspection date

03/12/2014

Previous inspection date

20/10/2011

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

1

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## The quality and standards of the early years provision

### This provision requires improvement

- The quality of teaching and learning is very good as staff have an excellent knowledge of how children learn and develop. This is supported through precise, accurate assessment and planning to ensure that children make extremely good progress.
- Staff demonstrate a sound understanding of how to protect children in their care. They are aware of the signs and symptoms of abuse, and the procedures to follow if a concern arises. Consequently, children are safeguarded.
- Children are happy and secure because of the caring and trusting relationships they share with adults. This enables children to develop effective relationships with their peers.
- Children thrive in their health and physical development because the pre-school offers a wide variety of physical activities both indoors and outside.

### It is not yet good because

- The committee does not always ensure that thorough vetting procedures are followed when recruiting new staff.

## 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 room and the outside learning environments.
- The inspector looked at children's assessment records, planning documents and other documents, including the safeguarding policy.
- The inspector checked evidence of the suitability of staff and the committee of the pre-school, including vetting procedures and the qualifications of staff working with children.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector carried out a joint observation with the pre-school leader.

## Inspector

Jill Hardaker

## Full report

### Information about the setting

Steeple Bumpstead Pre-school was registered in 1999 on the Early Years Register. It is situated in a village hall in Steeple Bumpstead, and is managed by a 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 opens Monday to Friday, all year round. Sessions are from 9am until 12noon, and a lunch club is available every day until 1pm, except Tuesday. Children attend for a variety of sessions. There are currently 29 children roll who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school employs eight members of staff. Of these, one holds an appropriate early years qualification at level 5, one at level 4, three at level 3, two are apprentices and one is an administrator.

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

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

- ensure all checks and vetting procedures are completed and recorded for all new staff members, with particular reference to requesting and recording information about references taken up for new staff and the use of this information to inform the assessment of suitability.

### Inspection judgements

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

Teaching and learning is outstanding because staff have high expectations and understand how children learn. Children have access to a wide variety of toys and resources that cover all seven areas of learning in both the indoor and outdoor environments. They are eager to investigate and enjoy many varied experiences supported by staff who effectively interact with them. Children show high levels of concentration and rapidly become engrossed in their play. Consequently, all children make very good progress in their learning and development. Effective deployment of staff enables them to be readily available to support children in order to extend their learning. For example, a member of staff supports children in the mathematics area. As children cut different lengths of wool and paper, she supports them to compare the length by using tape measures. Consequently, children accurately discuss the measurements and use mathematical language, such as long and short. As young children play outdoors on the stepping stones, a staff members counts how many steps they are making, and as children join in they show an excellent understanding of counting. Children's mathematical development is therefore extended very well. Staff have an excellent knowledge of children's stage of

development and interests. For example, staff have identified that some children do not access the writing area. Therefore, there are many opportunities to write and draw in other areas, such as in the role-play garage and on large paper with the construction toys. This is a very effective way to enable children to write and draw for a purpose and effectively develops their readiness for school.

The experienced and dedicated staff team have a very secure knowledge of the learning and development requirements of the Early Years Foundation Stage. Every child is valued and respected. Staff assess and identify children's starting points and ongoing development extremely well. The highly effective assessment and tracking of children's progress ensures all children make at least very good progress in all areas. This includes the mandatory progress check for children between the ages of two and three years. Parents state they are well informed about their child's progress. Development records contain regular updates from parents' observations at home. Daily conversations with the key person and the open door policy of the pre-school ensure parents are very well informed of the child's day. A regular visit from the mobile library gives children the opportunity to choose from a wide variety of books to take home. This enables them to have expanded learning opportunities at home. Regular parent consultations and the sharing of learning journey records ensure parents have a clear knowledge of their child's development.

Small group times are effective at enabling children to gain an understanding of times of the year and of festivals. For example, a local church leader is invited to talk to children about Advent. As she talks to them about times of waiting, children begin to have a wider understanding of the Christmas period. They show high levels of confidence as they speak eloquently with the visitor. The highly effective use of questions enable children to think critically and solve problems. As a staff member shares stories with children, she asks them questions about what they see and what they think might happen next. This stimulates and extends children's thinking skills and they remember the sequence of events in stories. Consequently, they are developing a very good range of skills they need to begin to write imaginatively at school. Staff extend children's imagination further as they carefully plan how to set up the role-play area. For example, following children's interests in mending and building, they set up a garage workshop. Children use this area extremely effectively as they pretend to build and mend cars. They independently discuss roles for each other, respect each other's choices and sort out any disagreements. This demonstrates their good negotiation skills, which prepares them for future life extremely well.

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

The provider has failed to meet a requirement of the Early Years Foundation Stage concerning the effectiveness of their recruitment procedures. However, children are very happy and enjoy their time at the pre-school. The personal, social and emotional development of children is a priority and children display high levels of confidence and self-esteem. Expectations of behaviour are high and consistent. As a result, children's behaviour is good. Staff are excellent role models, they show respect for children and

support them very well. Children enjoy the security of routines, and the flexibility to choose where and with what they want to learn. Staff help children to recognise their achievements and abilities, enabling them to build their self-esteem and self-assurance. For example, children show staff the pictures they have made for their calendar; the staff members praise them and tell them how lovely they are. This enables children to develop confidence and pride in their achievements, which will assist them with their later move on to school. Detailed information in relation to children's individual care needs is shared between parents and staff. This is ongoing, and ensures staff have a good understanding of how to meet their needs. As a result, children demonstrate a strong sense of security and are settled in the pre-school.

Staff promote children's healthy lifestyles very well. Children are highly independent with their own personal care routines. They know they must wash their hands after going to the toilet and before eating. Consequently, children are learning how to keep themselves safe by managing their own hygiene needs. They have access to drinking water throughout the day and this makes sure they are never thirsty. Staff encourage parents to bring a healthy snack and packed lunch for their child. This provides children with a well-balanced, nutritional diet that meets their individual needs, helping them to grow and thrive. All children are encouraged to be independent at snack and mealtimes. They help to prepare the table for snack, sort out their own food and clear away their plates. Consequently, all children's independence skills are developing well.

Children benefit from fresh air and exercise as staff actively use the outdoor area to enhance children's enjoyment of the natural environment. The nursery garden is safe and secure at all times, allowing children to move around freely and explore. Staff use a good range of resources to promote children's all-round physical development, such as bikes, scooters and stepping-stones. A mud kitchen with ample resources for children to play together is an ideal environment to encourage children to play imaginatively outdoors. Growing areas and the weekly visit to local woodlands enable children to gain a good understanding of the world. These opportunities enable them to develop their physical and social skills and they understand about taking risks while playing in a well-organised and safe environment. Therefore, children are developing skills to ensure their own and other's safety very well.

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

The provider has failed to meet a requirement of the Early Years Foundation Stage. This is because thorough recruitment and vetting procedures to ensure all staff are suitable to work with children are not always carried out. This is with specific regard to requesting references for apprentices. However, these members of staff are supervised at all times, which minimises any impact on children. All staff demonstrate a clear understanding of safeguarding procedures, which are reflected in the policy. They are aware of, and understand, their responsibility to report any concerns they have about a child. All staff have a current paediatric first-aid qualification. Consequently, any accidents children have are dealt with and recorded adequately. Staff promote children's safety by risk assessing

the premises and any outings. They take effective steps to keep them safe. For example, staff ensure they check the local woodland before taking children for their weekly exploration. They are vigilant in ensuring hazards are quickly identified and addressed, enabling children to play safely and freely. Therefore, children are mostly safeguarded well and feel secure in the pre-school.

Continuous professional development records show attendance at some recent, relevant training courses. The impact of this is evident in the pre-school as staff evaluate their practice. For example, all staff have attended training on safeguarding children. Consequently, they have an in-depth knowledge of how to recognise any signs of abuse and have information available to them about the Local Safeguarding Children Board. Staff appraisals are carried out annually and these are used to identify areas of strength and areas for development. Staff meetings are held regularly and used for self-evaluation and reflection on practice. Furthermore, all recommendations from the last inspection have been successfully implemented. The systems used to track children's progress are monitored by the pre-school leader each half term. These are very effective in identifying gaps in children's learning as the leader discusses individual children's progress with their key person and they plan children's next steps in learning. Consequently, observations and assessments of children are consistent and precise.

The partnerships with parents are very good. Parents feel there is a good flow of information between the pre-school and home. They are confident that their children are safe and secure in the pre-school. Staff have close links with other early years providers, with whom they share good practice through network meetings. Furthermore, staff also build up effective links with local schools. Teachers visit the pre-school during the year and staff find out from the schools what their starting expectations of children are. This enables them to introduce strategies for reading and writing, which will continue at the schools, and they introduce activities, such as physical education sessions. The village school invites children to visit regularly to share in their activities or to watch school performances. This ensures the move to school is a positive one for each child. The pre-school is not currently caring for any children with special educational needs and/or disabilities. However, all staff are aware of the importance of working with parents and other professionals to make sure the needs of such children are met appropriately.

## 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>	650139
<b>Local authority</b>	Essex
<b>Inspection number</b>	848093
<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>	40
<b>Number of children on roll</b>	29
<b>Name of provider</b>	Steeple Bumpstead Pre- School Committee
<b>Date of previous inspection</b>	20/10/2011
<b>Telephone number</b>	01440 730082

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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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