

# Inspection of Fulford Pre-School

Village Hall, Fulford Road, Fulford, STOKE-ON-TRENT ST11 9QT

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Inspection date: 30 January 2020

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive eager and ready to learn in this small and friendly setting. They develop close bonds with staff, who know them extremely well. Children are curious learners who confidently use technology to support their investigation skills. For example, they skilfully use a search engine on the internet to find out about sea creatures. They recall this information as they create models of the creatures, discussing that they will need 'eight legs' for their octopus and 'fins' for their shark.

Children access a well-planned provision with high-quality resources. They show high levels of concentration as they enthusiastically paint with water, make 'gingerbread cake' in the mud kitchen and learn to manipulate balls through the home-made crazy golf course. Children have excellent opportunities to develop their knowledge of the local community. They walk to the local school, visit the library van to choose books, and attend weekly forestry sessions. Children learn how to keep themselves safe while they secure their new skills. For example, they take great care as they cut fruit and push it onto sharp sticks to make fruit kebabs. Children have a strong sense of identity and develop their awareness of their similarities and differences. For example, they celebrate Chinese New Year with a 'banquet' and enjoy fortune cookies brought in by parents.

### **What does the early years setting do well and what does it need to do better?**

- Children make good progress overall. Staff work closely with parents to identify children's starting points as they enter the setting. This helps them to plan effectively for children's initial steps in learning.
- Parents speak positively about the care and support their children receive. They say that staff are 'friendly and approachable' and that their children are always happy to attend the setting.
- The quality of teaching is good. Children learn to identify their names and enjoy exploring letter sounds during phonics sessions. For example, they 'blow the air out of the fish' as they practise the 'f' sound. Staff communicate well with children and initiate discussions about what they are learning. However, occasionally, they miss opportunities to provide activities that match the full range of children's needs and abilities.
- Children's personal development is superbly supported. Staff encourage children to investigate, identify risks and make choices. This helps children to think critically, recall information and make independent decisions.
- Staff are skilled in storytelling and use a range of strategies to engage children. For example, puppets and props are used effectively to capture children's interest in books. Subsequently, children listen to stories with increasing fascination, join in with familiar refrains and make predictions about what will happen next.

- Staff complete observations of children's abilities and monitor their progress effectively. They share this information with parents and provide opportunities for them to contribute to assessments. This helps parents to support their child's learning at home.
- The experienced manager has high expectations of staff and children. She works effectively with the management committee to plan for the continued development of the setting. For example, the setting has recently expanded its provision in response to the demand for baby places in the area.
- Young children show their natural curiosity as they watch older children from a safely partitioned soft-play area. They develop their large-muscle skills as they negotiate the large foam shapes, and giggle as they explore flour and water during sensory play.
- Children have exemplary behaviour. They are polite and considerate, have a positive attitude to learning and show high levels of respect for each other. For example, older children are extremely kind and caring towards the younger children who have recently entered the setting.
- The manager and staff work in partnership with local schools to manage transitions and ensure continuity in children's care and learning. For example, they invite teachers into the setting to talk to children about the move to school, and support children as they attend 'taster sessions'. As a result, children are confident and well prepared for their next stage in learning.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are extremely vigilant in safeguarding children from harm. All staff rigorously follow safety procedures to ensure that the shared premises remain secure and cannot be accessed by unknown visitors. Staff monitor children with allergies carefully to ensure they do not come into contact with high-risk foods. Staff have a good knowledge of safeguarding procedures. They can recognise the signs of abuse and neglect and know the steps to take if they are concerned about a child or an adult working on the premises. Children learn to take care of themselves and manage risks. For example, they understand the importance of washing their hands to prevent the spread of germs.

## **What does the setting need to do to improve?**

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

- develop the use of differentiation in teaching further to ensure the youngest children are supported and engaged during large-group activities.

## Setting details

<b>Unique reference number</b>	EY361013
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10116300
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	1 to 10
<b>Total number of places</b>	45
<b>Number of children on roll</b>	50
<b>Name of registered person</b>	Fulford Pre- School Committee
<b>Registered person unique reference number</b>	RP527270
<b>Telephone number</b>	01782 393105
<b>Date of previous inspection</b>	24 November 2014

## Information about this early years setting

Fulford Pre-School opened in 1983 and has been registered at its current premises since 2007. The pre-school employs six members of childcare staff, all of whom hold early years qualifications from level 3 to level 6. The pre-school opens from Monday to Friday during term time only. Sessions are from 7.30am until 4pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Justine Cope

## Inspection activities

- The inspector completed a learning walk with the provider and discussed the curriculum.
- The inspector took account of parents' views through verbal and written feedback.
- The inspector observed the quality of teaching during activities, indoors and outside, and assessed the impact this has on children's learning.
- The inspector held discussions with staff and children at appropriate times during the inspection.
- The inspector held a meeting with the provider. She looked at a sample of documentation, including children's records and evidence of the suitability of staff.

We carried out this inspection 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.

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