

Sporle Pre-School

Inspection report for early years provision

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Inspector

Margaret Barwell

Setting address

Sporle V C First School, 82 The Street, Sporle, KING'S
LYNN, Norfolk, PE32 2DR

Telephone number

01760 720 866

Email

Type of setting

Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Sporle Pre-School was re-registered in 2011. It operates from Sporle Voluntary Controlled Primary School in Sporle, Norfolk. The pre-school serves the local area and has strong links with the school. The provision is accessible to all children and there is a fully enclosed area available for outdoor play.

The provision opens Monday to Friday during school term times only. Sessions are from 9am until 3pm. Children are able to attend for a variety of sessions. A maximum of 24 children may attend at any one time. They also offer care to children aged over five years to eight years. The pre-school is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The pre-school provides funded early education for three- and four-year-olds. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The pre-school employs three members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and 3 or above, and the manager is undertaking an early years degree course. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children blossom in this friendly and welcoming pre-school where they are valued and acknowledged as individuals. Planning and assessment arrangements are secure and effective so that children's individual learning needs are identified and supported. Staff build positive relationships with parents and carers who are fully involved in contributing to their children's learning and development. The setting is highly committed to working in partnership with other agencies and effective communication between all professionals ensures that the learning, development and wellbeing of every child is successfully promoted. The setting has improved since the last inspection and staff continually review their practice, demonstrating a positive attitude towards sustained development. The regulatory documentation which supports children's welfare is in place.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- support the development of children's independence skills.

The effectiveness of leadership and management of the early years provision

A safeguarding policy is in place and staff show a clear understanding of the setting's procedures for dealing with any concerns. There is a senior named person responsible for child protection and all staff are appropriately trained to recognise the possible signs of abuse or neglect. Clear records are maintained of staff Criminal Records Bureau checks, ensuring their suitability to be in contact with children. Children use premises that are clean, secure and safe, with daily risk assessments of the indoor and outdoor spaces being implemented. Staff are vigilant about the safety and security of the children in their care.

There are sufficient resources to provide good play and learning opportunities in all areas of learning and the environment is presented so that children can self-select. Resources have been carefully chosen to reflect the different backgrounds of families attending, helping children to feel a sense of belonging in the setting. Toys include those that support children's awareness of other cultures, diversity and disability.

Staff have a clear understanding of anti-discriminatory practice and take active steps to ensure that all children benefit from the same opportunities. There are good support systems in place for children who speak English as an additional language and those who have special educational needs and/or disabilities, including support from other professionals where appropriate. The team work extremely closely with other agencies, including Homestart and the safeguarding team. They routinely liaise with their local children's centre to ensure vulnerable children gain a childcare place and receive well-coordinated multi agency support. This narrows the gap in achievement between children whose circumstances make them vulnerable and the rest. Good transition arrangements are in place with transfer schools. Children who attend other early years provision enjoy good continuity of care and learning because staff have implemented effective information sharing with the other providers of Early Years Foundation Stage. A booklet goes with the child between the settings and the parents and carers daily.

All children benefit from the highly effective partnerships with parents and carers, which significantly contribute to children's achievement and well-being. Parents and carers contribute comprehensive information, clearly establishing children's starting points. Staff are available to talk to parents and carers daily and there is a detailed report that goes home during the week to keep them updated. This includes a copy of the planning, from which parents and carers are able to select activities they are interested in joining in with. 'Learning stories' are valued greatly by parents and carers. All systems are used very well, promoting a two-way flow of communication and enabling parents and carers to be part of their children's daily achievements and developmental milestones.

The Chair of Committee takes an active role in the life of the setting, attending preschool every day, enabling all to work as a cohesive team. With regular input from parents and children, management review and evaluate practice together, identifying improvement priorities, using action plans to take this work forward.

The team shows a strong commitment to continuous improvement; consequently, outcomes for children continue to improve.

The quality and standards of the early years provision and outcomes for children

Staff observe and assess children as they play and identify their current learning priorities, planning activities that will move children's learning on. Consequently, children make good progress towards the early learning goals in all areas. Children are settled and happy in this friendly group, benefiting from close and trusting relationships with staff. The staff have an excellent understanding of children's individual needs and close attention is paid to children's backgrounds. This enables staff to create a 'home-from-home' environment where children feel emotionally secure and valued. Consequently, children feel safe to 'have a go' at new activities. Staff are interested in children's views and opinions and this has nurtured children to become confident communicators, talking to each other, staff and to visitors. The provision effectively and actively promotes equality and diversity, for example, by helping children to learn about similarities and differences. Children enjoy singing, rhymes and action songs. This develops their communication and language skills and an awareness of rhyme and alliteration. They make animal sounds as they sing 'Walking in the Jungle' and move like the animal. Children are encouraged to identify their name on their place mat, developing early reading skills.

The pre-school has sole use of a new nursery in the primary school, with its own secure outdoor area on a safety surface. The nursery is well furnished and children use the space confidently. The development of healthy lifestyles is outstanding as the setting places a strong emphasis on children taking responsibility for keeping themselves healthy. Children demonstrate that they understand how to lead an active, healthy lifestyle because they participate in food preparation and have opportunities to be involved in choosing and making a range of healthy snacks. Staff make sure all food meets children's dietary and medical needs very well. Children are encouraged to play out in all weathers and engage in stimulating physical activities. They learn that by exercising and engaging in physical challenges they 'help their muscles grow strong'. The secure and attractive outdoor areas make a very good contribution to children's progress in all areas of learning. Children are encouraged to be independent by washing their hands, using the soap dispenser, taps and hand towels adeptly. Older children take themselves to the toilet, promoting independence. Occasionally, however, staff intervene too early when children are trying to do things for themselves. Children have opportunities to take responsibility; they help to sort out toys, learning to value and to look after resources. Children have good behaviour balanced with a healthy exuberance in their play, all of which significantly contributes to the lively and caring ethos of the setting.

Children learn to be tolerant and to include others. They play together harmoniously, taking turns and sharing, clearly enjoying being together. They play a shop game and some children write a shopping list, showing an interest in

writing for a purpose. Children chat about favourite foods and the practitioner encourages them to think about where certain foods come from. Children love playing with the till, manipulating the number buttons, opening the till and handling the coins. This develops their understanding of number. Staff ask open questions, such as 'have you added it up?' and 'how much do we need to pay?' Coins are offered and 'change' given. Children sort the coins into the various different shapes and sizes in the till. This activity helps children to rehearse a number of skills, including using their imaginations in role play, stretching their communication and counting skills.

Children make good progress in communication, literacy and the skills relating to information and communication technology. They learn to switch a laptop on and off, to manipulate the mouse and to begin to use the keyboard independently. Overall, children are equipped with good skills to secure future learning and to make a confident start when they transfer to school.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met