

# Southwell Pre-School

Scouthut HQ, Memorial Drive, Off Bishops Drive, SOUTHWELL, Nottinghamshire, NG25 0GD

<b>Inspection date</b>	13/06/2013
Previous inspection date	22/11/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	2
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 is satisfactory

- The setting works closely with local schools to ease the transition process for children. This results in children developing confidence when they move to their new setting.
- Children form secure bonds with their key person and show a strong sense of belonging in the pre-school.
- Staff build positive relationships with parents and keep them informed and involved in their children's care and learning.

### It is not yet good because

- Children's communication and language is not fully supported because, on occasions, staff do not talk and describe what is happening during activities.
- Large group activities do not always fully consider the needs and abilities of all children. This means that sometimes children are not fully engaged or able to contribute in a way that is of value to them.
- Children do not always become actively engaged in purposeful play during free play opportunities. This is because deployment of staff is sometimes not as effective during this period as at other times, resulting in children not being sufficiently supported at all times.

## 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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector completed a joint observation with the manager.
- The inspector spoke to the manager and a selection of committee members at appropriate times throughout the inspection.
- The inspector took account of the views of parents and children spoken to on the day.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the setting, and a range of other documentation.

## Inspector

Sharon Alleary

## Full Report

### Information about the setting

Southwell Pre-school was registered in 1976. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the Scout headquarters in Southwell, Nottinghamshire, and is managed by a voluntary committee. The pre-school serves the local area and is accessible to all children. It operates from a large hall and there is a fully enclosed area available for outdoor play.

The pre-school employs eight members of child care staff. Of these, six hold appropriate early years qualifications with five staff having level 3 qualifications. The pre-school operates Monday from 9.15am until 1.15pm; Tuesday, Wednesday and Thursday from 9.15am to 3.45pm and Friday from 9.15am until 12.15pm. Children attend for a variety of sessions. There are currently 46 children attending. The nursery provides funded early education for, three- and four-year-old children. It supports children with special educational needs and/or disabilities.

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

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

- review and evaluate the delivery of large group activities to ensure that they take into consideration the individual needs and stage of development of all children and support each child's full engagement and participation
- improve deployment of staff so that children are effectively supervised at all times, with specific regard to free play opportunities, to fully ensure each child is supported and actively engaged in purposeful play experiences both inside and outside.

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

- develop children's communication and language skills by staff introducing new words in the context of play and activities.

## Inspection judgements

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

Overall, staff have a sound knowledge and understanding of how to support children's development. They recognise that children learn through play and provide a warm and

welcoming environment where children feel confident and secure. Assessments of individual children are in place and starting points from home to pre-school are gathered to ensure consistency of care. Staff complete the 'progress check at age two', these are shared and agreed with parents. Children make satisfactory progress in their learning and are developing the skills needed to help in the next steps of their learning and development.

Friendships are appropriately fostered. For example, children extend and elaborate play ideas together during role play activities; they prepare a suitcase to go on a pretend 'holiday'. They animatedly tell the inspector they are going to 'jorca'. Free access to a variety of pencils, crayons and chinks supports children's spontaneous mark making. Children enjoy drawing a rainbow. They are encouraged to write their name on their picture, which effectively supports their early writing skills. Children enjoy being physically active. For example, younger children are supported to balance and walk on the small obstacle course. During outdoor play they manoeuvre wheeled toys, dig in the garden and climb trees. However, staff deployment does not fully support children during indoor and outdoor free-play activities. This results in short periods of time where some children are not always actively engaged in purposeful play experiences to fully promote their on-going development. Children enjoy a structured tennis session in the nearby tennis court. Their coach is animated and lively, as a result, the children join in enthusiastically. Children listen carefully and follow instructions to warm up and then staff and children practice their tennis skills.

Children's communication and language is developing. Staff play alongside the children in role play experiences. However, all staff do not always place enough emphasis on raising achievement through increasing children's language skills. This means the introduction of new vocabulary, ideas and concepts during activities is not supported as well as possible to progress children. Staff provide toys to support children's current interests. For example, children ask to dress up as a doctor after meeting a doctor in pre-school. Their imagination is further encouraged by introducing resources to support this play. Staff are more than happy to be bandaged and dollies have their temperature taken. Children work together to develop their technology skills, they programme toys to go forwards, backwards and sideways. They laugh when the toy does not do what they expect it to. Staff promote children's mathematical skills adequately. Older early years children have opportunities to recognise numbers as they take part in sessions to prepare them for their journey into big school. Letters and sounds are effectively promoted as children recognise letters and think of words that begin with that letter. These skills prepare children in readiness for school. Children benefit from free play opportunities through self-chosen activities, such as, garage role play and digging in the pine cones. However, sometimes, larger group activities that are adult-led do not take account individual children's ages, needs or aptitudes, therefore, children gain little from the experience.

Staff work with parents and other professionals, in order to monitor and review the progress that children make. This ensures that children with special educational needs and/or disabilities receive appropriate care and support in their learning. Parents are involved in their children's learning and staff provide opportunities for parents to extend their children's learning at home. For example, they have opportunities to look at their children's communication diary, which contains photographs and observations of their

children taking part in activities. This shows parents what their children have been doing, while at nursery and enables them to further support their learning at home.

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

Children are happy and contented in this friendly nursery. They form sound attachments and relationships with staff. Children separate from their parents with ease and quickly become engaged in their play. Key worker systems are in place and appropriately help provide for children's individual care needs. Staff provide new and younger children with cuddles and reassurance and, as a result, they quickly feel safe, develop confidence and feel secure. Staff know children's individual needs and interests as soon as they start pre-school because parents fill in 'All about Me' forms to help with the transition from home. Children behave well and form positive relationships with each other and staff. They are learning to share, take turns and interact well together. Children understand what is expected of them and become confident. Staff praise the children when they do well, and this has a positive effect on their confidence and self-respect. Staff have a consistent approach to behaviour management, where adverse behaviour occurs the staff implement strategies to monitor and track these. For instance, children who find it hard to share toys are encouraged to use a timer to wait for their turn. This means that when issues arise they are dealt with professionally and reliably.

Children participate in regular fire drills and staff use these occasions to discuss why certain routines are followed in order to fully support children's understanding of how to keep safe. Children are excited to receive a sticker for their participation in the fire practice. Children's individual dietary needs are acknowledged and met because staff take account of the wishes of parents. They are encouraged to enjoy their food and appreciate healthy choices in order to promote their continual growth and development. For example, children are offered a variety of fresh fruit, vegetables, hummus, water and milk; and parents are encouraged to provide healthy food options in their child's packed lunch. Snack and meal times provide an opportunity for social interaction between children and the staff. Children's independence and self-care skills are promoted as part of the pre-school routines. For example, children help themselves to their cups and plates. They are encouraged to learn personal hygiene routines, such as, the importance of hand washing at appropriate times of the day in order to prevent the spread of infection.

Children enjoy being physically active in the fresh air. However, on occasions, staffing arrangements impact on the use of the outdoor area. As a result, it is not fully utilized and children's healthy lifestyles are not always sufficiently supported. On the other hand, some physical skills are suitably supported as children take part in action and rhyme songs. Staff support the transition of older children as they prepare to move into other early years settings. For example, the children's future teachers are invited to the pre-school and staff complete transition documents which provides information about the children's learning and development achievements during their time with them.

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

The manager is keen to further improve the pre-school in order to promote results for children. This means she has an understanding of the pre-school's strengths and weaknesses and she is beginning to make necessary changes. For example, she has identified that tracking and monitoring of the educational programme is not fully effective. For example, when planning activities, staff do not always consider the individual needs of children to help them make best progress in their learning. Recent changes to the committee have created a new team who are beginning to work together to ensure the requirements of the Early Years Foundation Stage are suitably met. The committee are aware of their roles and responsibilities and the new Registered Person is working with the staff to improve practice in all areas.

Staff have an adequate knowledge of child protection procedures and most staff hold current paediatric first aid certificates to protect children's health and safety in the event of an accident. Their well-being is further protected through clear recruitment, vetting and induction procedures, which ensure children are cared for by a suitable and qualified staff team. The manager and a newly designated committee member are in the process of further implementing systems for performance management of staff, which includes, regular supervision meetings and appraisals; these are used to identify the future training needs of staff.

Clear risk assessments are in place to manage potential risks to children. These are regularly reviewed and monitored, along with daily checks on the environment, to further support children's safety. There are good safety measures in the pre-school. For instance, a bell sounds to indicate if anyone enters or leaves the main hall, this means that children's safety is paramount. On the whole staff are effectively deployed within the pre-school and children are appropriately supported. However, at times, staff involvement with children and routine changes results in disruption and a lapse in focus in some children's play and supervision of children at this time. This is with particular regard to outdoor play opportunities. A suitable range of policies and procedures are in place and made readily available to parents, enabling them to have an awareness of the setting's responsibilities to support children's safety and well-being.

Parents state they are happy with the standard of care and learning their children receive. They confirm children are making progress and the staff are friendly and approachable. Overall, children are provided with adequate levels of support to aid their future learning and development. Information is shared with parents through the noticeboard and e-mail newsletters. The management team understand the importance of partnership working with external agencies in order to secure appropriate interventions for children to receive the support they need. For example, procedures are in place to seek expert advice from other professionals, such as the speech therapist. Partnerships with other providers who deliver the Statutory Framework for the Early Years Foundation Stage have been effectively established. For example, information about the children's care and learning needs is regularly exchanged. This ensures continuity in the children's ongoing learning and development.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## 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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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>	253348
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	921618
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	26
<b>Number of children on roll</b>	46
<b>Name of provider</b>	Southwell Pre-school Committee
<b>Date of previous inspection</b>	22/11/2011
<b>Telephone number</b>	01636 813821

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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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