

Nassington Pre School

Inspection report for early years provision

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Inspector	Melanie Eastwell
Setting address	1 Fotheringhay Road, Nassington, PETERBOROUGH, PE8 6QU
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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

Nassington Pre School opened in 1989 and was registered in its current premises in 2011. It is a committee-run group that operates from purpose-built premises in the village of Nassington, Northamptonshire, close to the Cambridgeshire border. The pre school serves the local area and has strong links with the village school. The setting is accessible to all children and there is a fully enclosed area available for outdoor play.

The pre school is open each weekday during school term times. Sessions are from 9am to 12pm and 12pm to 3pm on Monday, Tuesday and Thursday from 9am to 12pm on Wednesday and from 9am to 12.30pm on Friday. Children are able to attend for a variety of sessions. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 26 children may attend at any one time all of whom may be on the Early Years Register. There are currently 30 children attending who are within the Early Years Foundation Stage. The nursery provides funded early education for three and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The pre school employs four members of staff, all of whom hold appropriate early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is Outstanding.

An exceptionally well-developed knowledge of each child's individual needs ensures that staff promote all aspects of children's welfare and learning with great success. Children are very safe and secure. They enjoy being part of the village community and they are learning about the wider world through a great range of resources and activities that are fully inclusive. The extremely strong commitment to partnership working with parents, other providers of the Early Years Foundation Stage and other agencies within this vibrant setting contributes significantly to all children's needs being very well met along with any additional support needs they may require. This means that children make rapid progress given their age, ability and individual starting points. The staff team have a long established ethos of reflecting on their daily activity with the children and identify very well-targeted priorities for their continued development.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- extending the processes for self-reflective practice to develop the evaluation

of the setting's activity, to celebrate the many areas of strong practice and to record the identified priorities for future plans.

The effectiveness of leadership and management of the early years provision

The staff team and the committee work closely together to ensure effective communication. This ensures that the procedures within the pre school are effective and responsive to the children's needs. The exceptional staff team are highly effective in their daily management of the setting. The documentation is very well organised. Safeguarding is given the absolute highest priority. Extremely robust procedures are in place for maintaining the security of the building, for checking the identification of visitors and for protecting the children. The risk assessment procedures are strong and have working documents that are constantly updated as necessary. All members of staff have the required clearances in place, they have all attended core training, such as, child protection, first aid and food hygiene. They fully understand the importance of following the Local Safeguarding Children Board procedures in the event of any concerns. The organisation of the setting is further enhanced through each member of staff taking on specific responsibilities, such as, for information and communication technology, special needs, the curriculum and behaviour management. The pre school is thoroughly enjoying its new premises. The children are able to access all of their own play materials from low-level units and boxes, which actively promotes their independence and decision-making skills. The staff ably support their choices, introducing new ideas to them in a manageable way during the first few weeks of the new term.

The partnership working is superb within this pre school. The staff work closely with the children's parents, valuing their input and information from home about their child's achievements. Parents report highly positive and complimentary comments about their children's experiences, the fact that the staff keep them very well informed and are friendly and approachable. Parents receive daily verbal feedback and regular newsletters are sent out to inform them about practical and curriculum information as well as updates. The setting has developed its links between children's homes and the pre school through introducing 'Buttons', a teddy bear which children can take home, on holiday or on family outings with them. Parents are encouraged to record the bear's adventures with the child and their family and these records and photographs are put in a scrap book. The staff have a very close relationship with the village school, the children visit throughout the year to share in celebrations as well as regular visits to use the playground for physical play. The manager works very closely with the Foundation Stage teacher to ease the children's transition to school through reciprocal visits and having consistent systems for the free choice of activities and resources. This enhanced partnership working makes a positive contribution to a consistent approach and a smooth transition for the children.

This pre school has always carried out the practice of reflecting on their activity with the children to ensure they continue to meet their needs in the best way possible and this continues to be the case. The staff evaluate every session and

use the information to plan activities for each child. They constantly look at their practice and make changes which respond to individual children's or the whole group's needs. Parent's questionnaires are used to seek their views and the staff provide feedback on the issues raised. The children are asked what they like to do and have been involved in the detailed planning of and in purchasing equipment for the role play area. The staff talk enthusiastically about their many ongoing plans for the future and they demonstrate a very strong capacity for continuous improvement. They took positive action to address the recommendations made at the previous registration's inspection. The setting has a written self-evaluation document in place and they are keen to develop this further to ensure that they celebrate their many areas of strength and to record the impact on the children's learning and enjoyment of the changes they make to their practice.

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

All the children attending this outstanding provision receive care to a consistently high standard from the well-motivated and committed staff team who know them all well and are skilled in anticipating and managing their individual needs. Children are learning about managing their own safety by helping to tidy away and becoming appropriately involved in the risk assessments for the setting. Children are encouraged to lead the play and the staff actively support them to do this. For example, they can transport resources to different areas of the room to enhance their activities and they are able to make all their own choices and decisions about their activities. For example, in the art and craft area children can choose their own paper, squeeze out their own paint into palettes and access a wide range of resources to express themselves creatively. The children's mark making opportunities are extended across all areas of learning within the setting. For example, they have access to white boards and pens outside and in the role play areas. Staff report that the children use these every day to enhance their play through making lists and drawing while engaged in their activities. Children's independence skills and confidence is promoted. They choose their own activities and when they have snack and a drink. At snack time they choose what they want to eat and used equipment including small knives and jugs. They thoroughly enjoy the free flow between the inside and outside play areas and they are consulted about the daily visit to the adjacent play park. Children learn about maintaining their own personal hygiene through being independent in the bathroom and through discussions with the staff.

Children are treated as unique individuals by the staff team who all work extremely hard to provide them with inclusive and appropriately challenging activities. The staff help new children to settle in before introducing new activities, such as, a self-registration system. This gentle introduction promotes children's confidence. The pre school is actively involved in the village community through visiting the shop and the church. Children are learning about the wider world through celebrating festivals and through having access to a range of resources and books that celebrate diversity. The staff ensure that all children have access to the activities, they support them to work together and to think of others. For example,

the children hold hands when walking over to the park and they try to help their friends on the fixed equipment. Children clearly demonstrate that they feel safe within the setting. The staff provide excellent supervision and a very interesting environment for them that is full of exciting activities which helps to reduce behaviour issues. During group or individual activities children are able to talk about their feelings with the help from the emotion dolls and posters that are displayed.

Children make very good progress in this dynamic pre school where the staff's commitment to providing high quality experiences for all the children is clearly evident. Each child has a key worker who is responsible for keeping their portfolio up-to-date. The setting has very effective systems in place for ensuring that an excellent balance of activities is provided that cover the six areas of learning and that can be crossed over and adapted as necessary to promote individual children's learning. All the staff are involved in the planning and evaluation processes to extend the activities for each child. Children's learning is assessed through highly effective cyclic procedures. These identify their unique starting points, which lead onto recording their progress and next steps. These systems are all cross referenced and linked to provide a clear, beautifully presented record of children's progression during their time at the pre school. The key workers value input from the children's parents and invite them to consultation meetings three times each year. The highly effective systems that have been put in place by the professional, well organised, gentle and very skilled staff team actively promote children's feelings of belonging and well-being in this superb provision.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

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

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Outcomes for children in the Early Years Foundation Stage

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

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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