

# Coltishall & Horstead Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	254029
<b>Inspection date</b>	15/02/2011
<b>Inspector</b>	Dawn Pointer
<b>Setting address</b>	Coltishall Village Hall, Rectory Road, Coltishall, Norwich, Norfolk, NR12 7HL
<b>Telephone number</b>	07876013942
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

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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**

Coltishall and Horstead Pre-School registered in its current premises in 1980. It operates from a hall within the Coltishall Community Centre. A maximum of 26 children may attend at any one time. There are currently 22 children in the early years age range on roll. Children attend for a variety of sessions. The setting currently supports a number of children with special needs but none who speak English as an additional language. The setting is open five days a week during school term times. Sessions are from 09.00am until 12.00pm and a lunchtime club is held one day a week in the summer term. A total of five staff are employed on a part-time basis to work with the children. Four of the staff hold relevant qualifications and the supervisor is working towards Early Years Professional Status. The setting receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The pre-school provides a safe environment where children's welfare is effectively supported. Good procedures followed by staff ensure children are safeguarded effectively. Children make good progress in their learning and development and enjoy their time at the setting. A positive approach to inclusion ensures children's individual needs are identified and taken into account. The pre-school demonstrates a sound commitment to continuous improvement through self-evaluation and has capacity to improve.

## **What steps need to be taken to improve provision further?**

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

- provide a more challenging environment which supports and extends all areas of children's learning, paying particular attention to the way in which activities and visual displays are resourced and presented
- make sure observation and assessment records are up to date, in order to effectively assess the progress children are making towards the early learning goals

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

Children are effectively safeguarded because there are robust systems in place to ensure staff are suitable to work with children. All staff working directly with the children are vetted and records which demonstrate their suitability are maintained. Staff have a secure knowledge and understanding of the setting's child protection policy, which is in line with the Local Safeguarding Children Board (LSCB). Detailed risk assessments are in place for the premises and for outings and daily checks are conducted to minimise risks to children and to ensure the premises are safe.

A consistent, well established staff team, together with a key person system, ensures continuity of care and support for children. Staff make good use of space in the large hall to provide areas for focussed, quiet and active play, ensuring children have room to move freely between activities. Documentation and information contained in children's records is mostly well maintained. Children benefit because staff have strong relationships with parents. Parents receive good information about the setting when their children start and are appropriately involved in settling their children. The parents receive termly newsletters and have opportunities to talk to staff, both informally and in a more structured way at parent forums, which are held on a regular basis. Generally effective procedures ensure parents are appropriately informed of their children's development and progress. They are able to view their child's development records and have opportunities to record their comments. Sound strategies, such as weekly visits to the local primary school library and visits from the primary school teacher mean that the children are well prepared for their move to school.

Inclusive practice is promoted because staff have a good knowledge of each child and as a result their individual welfare needs are well met. Good partnerships have been formed with external agencies to ensure children with additional needs benefit from further support as required. Children have opportunities to develop their understanding of diversity, when they play with some resources that reflect positive images of people within society and take trips out into the local community. As a result, they are learning to respect and value others. The pre-school shows a sound capacity to improve. Recommendations identified at a previous inspection have been addressed and work is in progress to carry out areas for improvement, which they have identified as part of their self evaluation process. This, when completed, will enhance the quality of learning for the children.

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

Staff have a good understanding of the Early Years Foundation Stage, therefore children's progress towards the early learning goals is well supported. A sound range of resources and equipment is available for staff to choose from. Staff plan flexibly and set out a basic selection of activities at each session, which cover the six areas of learning. Children can then ask for additional equipment that they would like to play with. Whilst this gives children some independence, the way these activities are presented and the lack of supporting props, mean that the children are not fully challenged or actively encouraged to explore and experiment at all times. This coupled with limited, good quality low level visual displays or images means that the overall environment is not sufficiently rich or stimulating to develop children's interest and curiosity.

Staff know the children's starting points, measure their progress against the Early Years Foundation Stage and identify their next steps in learning. Some of these are appropriately recorded as observations with the support of digital photographs, whilst others are not fully up to date. This impacts on the staff's ability to

accurately access the progress which children are making.

Children generally play cooperatively, share resources and talk confidently about what they are doing. Staff question and guide children in their activities, whilst allowing them to play and learn at their own pace. Their independence skills are encouraged. For example, the children ask adults to get out specific pieces of equipment; they go off and find their own bowls and spoons so that they can take part in a custard making activity. They independently access the toilet facilities and wash their own hands. They are developing sound literacy skills. They choose books to look at before snack time and carefully turn the pages, looking at the pictures. They learn that print carries meaning and appreciate the value of books when they visit the local primary school library, on a weekly basis, to listen to stories and to select their own book to take home to read with their parents. They have opportunities to make mark on paper and to independently access tools for writing from a low level trolley. Mathematical language is encouraged and children are helped to recognise capacity and understand measurement when they calculate how many spoonfuls of water they will need in order to make the dry corn flour into custard like consistency.

Careful regard is given to children learning about the world around them. They have good opportunities to participate in activities, such as planting and growing seeds when they visit the pre-school's own allotment, which is situated in the village. They make trips into the local community to buy items at the village shop or to take a ride on a bus to a local town. Children use tools with dexterity when they roll out the play dough with a rolling pin, use scissors and cutters to make shapes in dough and carefully turn the handle of a whisk in order to make custard. They build a train track and then run their train and its connected carriages carefully along the track. Children delight in dressing up as different characters, play with purpose in the role play kitchen or carefully balance on the seesaw.

Children are encouraged to adopt healthy lifestyles in which healthy eating and exercise are encouraged. They have a healthy snack such as crackers and fruit and snack time and a choice of milk or water to drink. Although they do not have direct access to a permanently enclosed play area they do benefit from large physical play with in the large hall and outdoor exercise when they play on the enclosed tennis court, take trips to the allotment or play in a designated area on the grass behind the pre-school building.

Appropriate hygiene procedures are practised by staff to help protect children from infection. Children have a positive attitude to hygiene routines and talk about washing their hands before they sit down for snack. The children develop a good awareness of staying safe. They learn about safety when moving about the hall and know where it is safe to run. They also take part in the fire drills and learn about road safety, wearing high visibility jackets when leaving the pre-school premises to go on trips.

Children are learning to manage their own behaviour. They are encouraged to listen to staff and show some understanding of the boundaries of the setting. The children have positive relationships with the staff and are developing some good relationships with their peers. When the children talk about their families and what

is happening at home, they are listened to by staff, which boosts their self-esteem. Staff are very good at praising the children and use a wide variety of appropriate, and at times specific, methods to support children's understanding of right from wrong.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	3

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
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	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	2
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