

# Nynehead Under 5s Pre-School

Nynehead Village Hall, Nynehead, Wellington, Somerset, TA21 0BS

<b>Inspection date</b>	09/07/2013
Previous inspection date	12/07/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children are keen to learn, and develop a strong sense of belonging. They receive high levels of praise and encouragement from staff, which increases their confidence and makes them feel proud of their achievements.
- Strong partnerships are established with parents and others supporting children to promote consistency in meeting the children's care and learning needs.
- Children have a good understanding of boundaries and expectations, which help them to keep safe and healthy.
- Staff are enthusiastic in their roles and work well as a team. They are committed to increasing their own skills in order to continually improve the support given to children.
- Children are well supervised at all times and staff are vigilant about safety, helping to keep children safe from harm.

### It is not yet outstanding because

- At times, the organisation of group times is not fully effective and does not encourage all children to take part in discussions.
- Children are not frequently involved in planting and gardening activities to further support their awareness of growth and the natural world.

## 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.

## Inspection activities

- The inspector observed activities in the playroom and the outside learning environment.
- The inspector completed a joint observation and held meetings at appropriate times with the manager.
- The inspector looked at children's assessment records and planning documents and a sample of documentation relating to children's welfare.
- The inspector checked evidence of staff suitability and qualifications of practitioners working with children.
- The inspector took account of the views of parents spoken to on the day and the provider's self-evaluation.

## Inspector

Samantha Powis

## Full Report

### Information about the setting

Nynehead Under-fives Pre-school registered in 2010, although it has been operating since 1994. It is a committee run group. The pre-school operates from Nynehead village hall, Nynehead, Somerset. The hall is the main play area used by the children, with access to a playground for outside play. There is also a kitchen for staff use and toilet facilities directly off the playroom. The pre-school is registered on the Early Years Register. It provides care for children from aged from two to under five years of age.

The pre-school is open during school term-times. Opening times are Mondays from 9am until 1.30pm, running as a Forest School in nearby woods. The pre-school also opens on Tuesdays and Fridays from 8.30am until 3.30pm, Wednesday from 9am to 4pm and Thursdays from 8.30am until 4pm. There are currently 44 children on roll. The pre-school receives funding for the provision of free early education for children aged two, three and four years of age. The preschool cares for children with special educational needs and/or disabilities.

The manager holds a level 4 qualification in childcare and a qualification in Forest Schools. A team of four staff supports her, of these two hold level 3 qualifications, one holds qualified teacher status and one holds a level 2 qualification.

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

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

- develop further the organisation of group times to maximise opportunities to engage children in discussion
  
- increase opportunities for all children to learn about growth and the natural world.

### Inspection judgements

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

Children are confident, keen to learn and settle quickly in the welcoming pre-school. Staff provide a wide range of well planned activities, which motivate them and engage their interest. Staff are fully involved as the children play, quickly adapting planned activities to suit children's preferences and choices. For example, children recall a previous role play experience and suggest new ideas for their 'fish and chip shop'. Staff facilitate the children's choices by locating additional resources and posing questions, which encourage

children to get fully involved in extending the role play area. Children enjoy a good balance of opportunities to choose what they want to do and to be involved in group activities. However, occasionally small group activities are not well organised, which reduces opportunities to fully encourage all those involved to engage in discussions. All staff are actively involved in children's play. They skilfully use discussion and ask questions, which challenge children to think critically and problem solve. For example, when supporting children at snack time staff ask children to calculate how many utensils they need, engaging children in simple mathematics and calculation. This means that all children make good progress based on their individual starting points.

Staff make regular observations, which help them to accurately assess children's development. They carefully monitor children's progress using tracking books, which helps them to summarise children's development, and identify and plan for their next steps in learning. Staff use this information along with information gathered from parents about children's interests and preferences. This helps staff to plan activities that capture children's interests and prepare them for the next stage in their learning. Staff have implemented the required progress checks for two-year-olds and share details with parents. Parents are fully involved in children's learning. They enjoy daily discussions with staff and have more formal opportunities to review their own child's learning folder and tracking book with the key person. Parents are encouraged to contribute towards planning for children's development by updating staff about children's learning at home. Children also take books from the pre-school to enjoy at home. This encourages all family members to be involved in children's learning.

Staff promote children's communication skills well overall and children are very confident when communicating with others. They listen well during most group activities and follow instructions accurately. For example, they play their instruments slowly, quietly and quickly, dependent upon the instruction given from the member of staff. Links with other professionals help staff to provide specific support, which enables children with less confident communication skills to make good progress. Children are settled and confident within the setting. At register time, they respond with a cheery 'good morning'. Staff use sign language alongside spoken words and children imitate the actions of the member of staff. This helps all children to communicate effectively. Children learn other ways to say 'hello', such as 'Bonjour' and 'Hola', introducing them to languages from around the world. Children enjoy books and stories. Enthusiastic story telling by staff and the use of visual props captures children's attention fully. Children show an interest in letter shapes and sounds. They find their own name card at snack time and play games with the letter shapes identifying the initial letters in their names. Staff label resources well throughout the pre-school, which helps children develop their early reading skills. They provide many opportunities for children to be creative. Paints and creative materials are easily available at all times. One child asks for specific coloured paints and produces a picture of their cat. They receive lots of praise as they show their picture to others, boosting their confidence and self-esteem. Children enjoy many opportunities to enjoy the outdoor environment. The play area is set up with a wide variety of activities to stimulate children's interest. Some children attend the 'Forest School' sessions, where they explore the natural environment. However, for children not attending these sessions there are less opportunities for them to learn about growth and the natural world. Children access equipment which supports their confidence in using technology. Simple programmes on

the laptop encourage children to develop their control with increasing accuracy.

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

Children are settled and secure, and develop strong bonds with their key person and the friendly staff team. Staff greet children and parents individually, helping children to settle quickly as they understand their individual needs well. Children become increasingly skilled in managing their personal care needs. For example, they independently put on an apron before starting their painting activity. Children are caring and sensitive towards the needs of others. Staff encourage them to learn about festivals and celebrations around the world, helping them to value and respect diversity. Children become increasingly aware of boundaries and expectations regarding behaviour. They take turns and learn to share, helping them to form good relationships with others. Children develop a strong sense of belonging. They sing their welcome song, naming all the children individually. They smile as other children sing their names.

Staff are vigilant about safety and complete regular risk assessments. This helps staff to monitor safety in the pre-school and when on outings, thereby reducing hazards to children. Outdoor areas are fully secure through the effective use of fencing and temporary screening. Children are encouraged to learn rules that help to keep them safe. For example, they know how to carry scissors and not to run indoors. Staff offer good levels of supervision to help promote children's safety. A flexible approach to staff deployment means they can follow the children's movements between indoor and outside areas. Safety equipment such as soft mats are used around equipment such as the climbing frame, to reduce the risk of serious accidents. The play environments are very well-maintained. Positive practices help to promote children's health. Good procedures are in place for hand washing, nappy changing and the disposal of soiled nappies. Children learn about keeping themselves healthy. For example, they discuss the weather and remind each other of the importance of putting on sun cream, wearing hats and having a drink. Drinking water is always easily available, encouraging children to help themselves to prevent them getting thirsty. Children's health benefits from plenty of outdoor play opportunities. They walk to the woods and learn to balance and negotiate space using equipment in the playground. Staff work hard to make the village hall look welcoming and inviting to children. Many resources are stored in clearly labelled drawer units, enabling children to make choices from the very wide range of toys available.

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

The friendly and enthusiastic staff team work very well together. They have a good understanding of their responsibilities in meeting the Early Years Foundation Stage requirements for both learning and development and welfare. All staff members have an induction and receive ongoing supervision to ensure they understand their individual roles and responsibilities well. Regular reviews and updates to policies and procedures reflect changes in requirements and support practice. Parents and staff are aware of any changes

through meetings and newsletters. The committee is supportive and actively encourage staff to develop their own skills through attending training and workshops. New information is cascaded through staff meetings to ensure staff are consistent in their approach and are constantly evaluating the success of the pre-school in meeting children's needs. This means children enjoy a positive experience and feel secure and settled.

Recruitment and vetting procedures are thorough and detailed to confirm the suitability of staff working with the children. Documents such as a record of visitors and details of any existing injuries help to support children's ongoing safety. Safeguarding procedures are clear and well known to all staff and parents. All staff have attended training and understand their responsibilities with regards to any child protection concerns. This means that staff are able to take appropriate and prompt action to promote children's welfare.

The staff are keen to continually make improvements in the provision they offer. They evaluate activities frequently to identify ways they could improve. Recent unexpected changes in senior staff have meant that the setting have been able to maintain their good practice, but have not always been able to implement new ideas. However, they have a plan in place to action new initiatives in the coming term. This shows their commitment to continuous improvement. Staff regularly share their ideas for changes, based on new skills, information or experiences. The staff receive advice and support from early years professionals and willingly reflects on their ideas for improvements. The views of parents are valued when considering changes and improvements. Regular evaluations of the educational programmes help to ensure that they meet children's individual needs and that children access a broad curriculum that supports their development.

The staff establish positive partnerships with parents. Staff are welcoming and are always on hand to chat to parents and reassure them of their child's well-being. Newsletters, emails and notice boards keep parents well informed about forthcoming activities and events, helping them to feel fully included. The staff are aware of other settings, which children also attend and have established good links to promote consistency in the support they offer to individual children.

## 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>	EY418732
<b>Local authority</b>	Somerset
<b>Inspection number</b>	926519
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	44
<b>Name of provider</b>	Nynehead Under 5s Pre-School
<b>Date of previous inspection</b>	12/07/2011
<b>Telephone number</b>	07947 663108

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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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