

Loscoe Pre-School Ltd

Church View, LOSCEO, Derbyshire, DE75 7RT

Inspection date	17/12/2013
Previous inspection date	27/01/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
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 cared for by a friendly and committed staff team. They provide a safe and secure environment in which children enjoy playing and learning together. This helps to promote their emotional well-being.
- Staff work well as a team, supporting and communicating well with each other, which has a positive impact on children's learning.
- The environment is well resourced and arranged creatively, providing ease of access to indoor and outdoor activities throughout the day. This means children are able to make choices and explore opportunities.
- Children with special educational needs and/or disabilities make good progress given their starting points because of sensitive teaching and good partnerships with outside agencies.

It is not yet outstanding because

- On occasions, staff do not always extend children's language so that they are consistently supported to extend their language skills, to enable them to enhance their thinking and understanding.
- Processes used for communication with parents are not fully effective in ensuring management is always available to talk to them and that they are approachable 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.

Inspection activities

- The inspector observed children engaged in activities both inside and outdoors.
- The inspector invited the manager to complete a joint observation.
- The inspector sampled documentation and records, including children's learning journals and staff files.
- The inspector viewed a sample of the pre-school's policies and procedures.
- The inspector spoke to children and staff and held a discussion with the manager.

Inspector

Janice Hughes

Full report

Information about the setting

Loscoe Pre-School Ltd opened in 1992 and re-registered in 2008 and is on the Early Years Register. It is located adjacent to Loscoe Primary School in Loscoe, Derbyshire. The pre-school serves the local and surrounding area. All children share access to an outdoor play area.

The pre-school is open five days a week, during school term time only. Sessions are Monday to Thursday from 8.30am to 3pm and on Fridays from 8.30am to 12 noon. There are currently 32 children on roll, all of whom are in the early years age range. Children attend for a variety of sessions. The pre-school receives funding for two-, three- and four-year-old children and supports children with special educational needs and/or disabilities. The pre-school employs six staff. Of these, three hold early years qualifications at level 3 and the manager holds a degree. The pre-school receives support from the local authority.

What the setting needs to do to improve further

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

- extend the use of open-ended questions and introduction of new words more consistently in order to extend children's language skills, so that they can enhance their thinking and understanding, paying particular attention to when the children are playing in the free flow system

- review communication with parents to ensure there are always times available to parents to speak to management and that the management are approachable to parents.

Inspection judgements

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

Children enjoy their time at the pre-school. Staff create an environment where the atmosphere is positive and encouraging. Children take pleasure in their learning and achieve well in relation to their starting points. Throughout the pre-school, children are making good progress in most areas of development. Educational programmes are varied and offer play opportunities to meet every child's needs. As a result, learning outcomes for children are good. Staff provide a stimulating and inclusive environment for children to play and learn. There is a wide range of activities and toys available for children to engage in. For instance, there is a cosy area which children enter to choose stories. There are also more open places for children to explore with a wide range of resources. This enables

children to make independent choices and follow their interests freely and can be most clearly seen as children choose whether to stay indoors or go to the outdoor area. Children play co-operatively with one another and there are many friendly conversations between them. For instance, two children at the art easel are free to explore the paint using brushes and hands while communicating to one another as they experiment with the paint. Staff have a good knowledge of the way children learn and planning is individual for every child's development through their interests. Staff record their constant observations so that they can monitor children's development and identify their next stages. This helps them to plan purposeful, exciting activities, which motivate children to learn. Staff implement recommendations from other professionals, supporting children with special educational needs and/or disabilities well. They are included in activities effectively because staff adapt the activities to meet the needs of all children. As a result, children develop good key skills for their next stages of learning.

Children develop generally good communication skills and chat happily, both to one another and to adults. They do engage in purposeful conversations about their experiences. Staff show good levels of sensitivity and creativity in ensuring activities cater to children's specific language needs. An example of this is the introduction of small group time. These times provide activities tailored to specific children's needs that encourage children to understand and use language more confidently. However, opportunities are occasionally missed to further support and extend children's use of language during free flow activity. This means that children are not consistently supported to use and extend their language through their play. For example, while children play with the construction toys and play dough, staff do not always ask why, what, and how questions to enhance their learning or introduce new words to help children express themselves. Children are beginning to use tools, such as, paintbrushes and glue sticks with confidence. Older children are becoming confident in handling pencils and the oldest are progressing to writing their own name. As a result, children's handling skills are progressing well. Children have effective opportunities to use the outside environment to enhance their movement skills. They enjoy riding the bicycles and playing on the swing rope and seesaw. Staff encourage children to peddle and negotiate the obstacles around the area effectively. They provide good opportunities for the children to learn across all seven areas of learning outside. Children thoroughly enjoy using the petrol station to fill up their cars and bicycles. Staff use this opportunity to promote mathematical skills, as they count out how much the petrol will be and ask children if their vehicle is full or empty with petrol. To further develop mathematical skills children estimate the sizes of the presents in the 'present wrapping' activity. This also involves children's imagination as they turn boxes into presents and put them on 'Santa's Sledge'. Children's literacy is promoted well as children choose from a selection of writing materials and are involved in writing for a purpose, for example, 'Letters to Santa'. Most children sit and listen to group stories and participate in repeating rhymes and staff read stories generally well.

Staff involve parents in their children's learning from the start. Parents complete an 'All about me' booklet, which contains information about their children's preferences and capabilities. Staff use this information effectively to plan activities for children when they first start at the pre-school and to inform their starting points. Staff hold a parents' evening each term so that parents can discuss their children's progress and look at their children's learning journal records. These contain observations of the children's

achievements and photographs. Parents are able to contribute to their children's records and discuss their next steps in learning. When it is time for the staff to complete the progress check at age two, parents are also involved and comment that they are 'happy with the progress their child has made since starting at the pre-school'. Parents also comment on how much they appreciate the information staff display on what their children have been doing. They state that this helps them to prompt their children in discussions or continue the activity at home.

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

Children are actively welcomed into the pre-school by staff. There is a warm and friendly atmosphere, with staff offering kind support and guidance to children and their parents as they prepare to separate from one another. This results in, children quickly finding an activity of their choice and parents being able to share any significant information before leaving. Children place their personal items on their peg, which gives them a sense of belonging. There is an effective key person system so children develop strong relationships. The key person gets to know the child as an individual and they demonstrate their extensive knowledge with confidence. This supports children's emotional well-being because children feel valued and ensures staff meet children's individual needs. Staff are good role models so children understand expectations and behave well. They build warm relationships with the children and as a result, they are confident to join in activities and make friendships with each other. Children respond confidently to the well-resourced and well-organised routine of the day, anticipating what will take place next. As a result, children demonstrate high levels of security, being aware of what will happen next. For example, children know that after tidy away time it is story time and then home time. Children behave very well at this time and wait patiently for their name to be called before going to their parents. This process also provides security and enables staff to know the children are leaving safely with the correct adult.

The pre-school environment offers children a positive learning environment. The combination of displays of children's work, airy light rooms and effective staff are conducive to children's learning. The resources are of a good quality and displayed to encourage children of all ages to become independent as they choose what they wish to play with independently. The well-equipped outdoor area offers the children many different experiences and learning opportunities that help promote their all-round development. Strong policies and related practices are in place to promote children's healthy lifestyles. Staff effectively model hand washing to children after they use the toilet, after messy play and before and after eating food. This helps to develop children's awareness of good hygiene routines and minimises the risk of cross-infection. Staff regularly clean cups, toys and surfaces with an anti-bacterial spray to keep the environment clean. Staff follow safe food standards to help ensure that food is served in hygienic conditions that help children stay well. Healthy snacks consisting of fruit, vegetables, milk and water, along with packed lunches brought from home, keep children well-nourished during the day. Staff responsibly support children to carry out self-care skills so that children develop independence ready for school. For example, children use the toilet with help as needed and attempt to take off and put on their shoes and coats to

go outside. The outside area is popular. It allows children to experience the natural world at first hand and to understand the importance of exercise daily. All children are suitably clothed to enjoy this space. Adults are good role models by wearing suitable clothes themselves. Many children play happily in the drizzle rain, showing a positive attitude towards being outside in the fresh air.

Children learn about keeping themselves safe they are reminded to use 'kind hands' and how to handle tools and resources safely. For example, while children ride the bicycles they follow arrows on the track so that they avoid bumping into each other. Children are involved in the fire drills to ensure they know how to look after themselves in the event of a fire. Staff hold first-aid certificates so they can keep them safe at all times. Positive and long standing links with the adjoining primary school mean that children are already familiar with the school building, staff and routines by the time they start. All children benefit from the strong procedures in place to support their move to school. Their key person accompanies them on their visits, offering them continuity and staff exchange good quality information between establishments.

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

The nursery runs an inclusive establishment, where all children are all cared for individually in an effective and sensitive manner. Routines are well organised for the safety and security of the children and behaviour management is effectively implemented, with staff applying positive reinforcement and praise. Management understand data protection and how to maintain and record relevant information effectively. However, when speaking to parents on the day of the inspection, it became clear that on occasions the manager and her deputy do not always provide time to talk to parents effectively. Also, sometimes parents find them unapproachable. The manager is taking positive steps to improve relationships. For example, she has identified in the pre-school's action plan to improve partnership with parents. Therefore, there is no significant impact on children's welfare.

Staff use a comprehensive range of safeguarding policies to help ensure that children are kept safe and are well protected. Staff are up-to-date in their safeguarding training and are knowledgeable about safeguarding procedures that help keep children safe. A named person is designated to oversee that safeguarding policies and practices are rigorously implemented to keep children safe. Comprehensive checks are carried out to ensure that all staff are suitable persons to work with young children and to keep them safe. Staff hold first-aid certificates that indicate that they are competent to respond to accidents. A medicine policy ensures that medicine is safely given in line with parents' guidelines. On a daily basis, staff carry out and document risk assessments, that help to minimise accidents, infection and harm to children. Staff have appropriate qualifications to work with young children and that enable the learning and development requirements to be well-embedded into provision. Staff consistently monitor children's progress and plan related activities that effectively support their learning.

Collaborative self-evaluation is effective overall and enables staff to assess their practice and to identify areas for improvement. Good professional development opportunities, staff induction, regular staff mentoring and appraisals effectively prepare and guide staff to support children's individual learning needs and progress. The manager and staff have met the previous recommendation from the last inspection, resulting in better outdoor learning for children. Staff encourage parents to contribute their ideas and opinions about the provision effectively. Parents' questionnaire responses, suggestions and writing in the comments book help to ensure that their voices are heard and feature in improving practice. Children benefit from being cared for by staff that work very well together as a team, communicate well among themselves and share a commitment to improvement.

Personal interaction on a daily basis between staff and parents creates generally good relationships that are beneficial to children's pre-school experiences. Staff communicate information about the provision efficiently through their 'parent welcome pack', newsletters and detailed notice board. These help to ensure that parents are kept well-informed of forthcoming events and the service that is on offer. Parents comment that they are happy with the service they receive and above all their children are happy to attend. Systems are in place to liaise with other providers the children may attend, to ensure information is shared about their learning and continuity of care. The pre-school has good links with the local authority who support them in maintaining good practice, which benefits the children's overall development.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

Unique reference number	EY371103
Local authority	Derbyshire
Inspection number	945633
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	35
Number of children on roll	32
Name of provider	Loscoe Pre-School
Date of previous inspection	27/01/2009
Telephone number	01773 718588

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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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