

Locking Pre-School

Locking Village Hall, Grenville Avenue, Locking, Weston-super-Mare, BS24 8AR

Inspection date	05/02/2014
Previous inspection date	12/10/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Staff provide a good range of activities and experiences that interest and challenge the children effectively.
- Children build warm and secure relationships with the staff, which effectively contribute to their emotional and physical well-being.
- Staff provide exciting learning opportunities outside, which children thoroughly enjoy.
- The dedicated staff team use their reflection and self-evaluation effectively to identify and prioritise areas for improvement.

It is not yet outstanding because

- The organisation of some group activities does not encourage all children to concentrate and listen to one another.

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 both indoors and outside.
- The inspector carried out a joint observation with the manager.
- The inspector sampled documentation, including children's records, policies and procedures.
- The inspector took into account the views of parents spoken to on the day and information from questionnaires.

Inspector

Michelle Tuck

Full report

Information about the setting

Locking Pre-School registered in 1992. It operates from the village hall in Locking near Weston-super-Mare, North Somerset. It is registered on the Early Years Register. The pre-school are in receipt of funding for the provision of free early education to children aged two, three and four years. There are currently 50 children on roll. The group opens five days a week during school term time. Sessions are on Monday, Tuesday, Wednesday and Friday from 9am until 3.30pm and on Thursdays from 12.30pm until 3.30pm. There are six members of staff who work with the children. They are all qualified in early years to level three or above.

What the setting needs to do to improve further

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

- enhance the organisation of group times so that children are eager to listen to each other and share their thoughts confidently.

Inspection judgements

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

The well-qualified and dedicated staff team have a good understanding of how young children learn. They provide a broad range of activities and experiences that support children to make good progress in all areas. Children engage well in their activities. Staff make regular observations of the children and use these effectively to monitor their progress. This enables them to have an accurate understanding of children's learning and plan effectively for their next steps. The systems to assess children's starting points are currently under review. However, parents contribute to initial assessments in verbal and written form; so that staff understand children's development to date.

Children learn about Chinese New Year. Staff teach them about the different animals in the Chinese calendar. They know that this year is the 'year of the horse' and they explore stories and activities to increase their knowledge and understanding of the festival. Staff support them to make pictures of horses, by drawing around their hands for the body. They use wool for the horse's hair and learn that this is the mane. Children come together in a group to sing songs and listen to a story. Children enjoy these activities and actively take part answering questions and recalling the story correctly. However, at times some children become restless, call out and distract other children's concentration. This means that some children do not always benefit as much as they could do from these sessions. Children show their growing interest for books and stories as they ask staff to read to them throughout the session. Children also enjoy sharing books with their friends, which develops their literacy skills and supports their personal, social and emotional development

effectively.

Children thoroughly enjoy working together to build tracks with wooden blocks. They use their problem solving skills as they fit the planks of wood together and practise their balancing skills as they skilfully walk along the planks without falling off. Staff teach the children 'Forest School' skills. They use sandpaper to rub wooden logs to make them smooth. Children learn about fire safety, explaining articulately that they must not go into the circle until they are 'invited' by an adult.

During the day, staff encourage children to freely explore in their play and make choices from the good balance of adult led and child initiated activities. This helps to develop children's independence and confidence, successfully supporting them to acquire the skills they will need as they move onto school or the next stage of their learning.

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

Children settle quickly. They are happy and confident in the pre-school environment because staff interact warmly with them to build secure relationships. The effective key person system successfully supports children's emotional and physical well-being. Staff prioritise the well-being of children, giving them lots of praise for their achievements, which effectively boosts their confidence and self-esteem.

Staff act as very good role models. They are kind and gentle in their approach, for example praising the children when they are kind to one another, or take turns and share. Consequently, children's behaviour is very good. Staff teach the children about how to keep themselves safe, through their discussions. For example, they ask the children 'can you remember our inside rules?' when they run inside. Children take part in the evacuation procedure so they understand how to leave safely in an emergency. Staff supervise the children appropriately during the day and support the children to use tools and equipment carefully to avoid accidents and injury.

Staff teach the children about the importance of a healthy lifestyle. Children are aware to follow thorough hygiene routines and enjoy the benefits of fresh air and physical exercise on a daily basis. Children take part in Forest School activities, use ride on toys and develop their balancing and climbing skills. Staff support children in making healthy choices at snack time, which the children help to prepare, for example by peeling oranges and chopping bananas. This further supports children's independence.

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

The manager and her staff have a very good understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. All staff have attended safeguarding training and demonstrate a good understanding of child protection issues. They are secure in their understanding of the correct reporting

procedures should they had a concern about a child's welfare. Staff give safeguarding children the highest priority. They remain vigilant and supervise children appropriately. Staff complete thorough risk assessments, and daily visual checks to promote children's safety at all times. Robust recruitment procedures are in place. Effective supervision of staff and appraisal systems identify any training needs and ensure continued staff suitability. The staff team complete peer-on-peer observations, which have helped them to improve on teaching skills, enhance their practice and support children's learning.

The manager and her staff have a very good knowledge and understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. The effective planning and assessment system ensures that any gaps in children's learning are quickly identified and action taken to narrow them. The manager monitors the educational programmes effectively. Staff plan activities well and cover all areas of learning, using children's individual needs and interests as a focus. All staff are qualified to at least level 3, and the quality of teaching is good.

Good partnerships with parents, other professionals and providers involved in the children's care, effectively supports consistency for children's development. Parents comment that they are very happy with the progress that their children make at the pre-school. They appreciate the friendliness of the staff and feel that communication is very good. There are effective partnerships with other early years settings that some children also attend, which is highly effective in contributing to the pre-school meeting children's individual needs.

The pre-school staff meet and talk regularly to evaluate and reflect on their practice. Through their self-evaluation, staff have identified what they do well and made changes to enhance the outcomes for children. This includes implementing a new planning and assessment systems, which have had a positive impact on children's learning. They are very committed and focused to improve the pre-school provision.

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	115276
Local authority	North Somerset
Inspection number	845631
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	50
Name of provider	Locking Pre-School Playgroup Committee
Date of previous inspection	12/10/2009
Telephone number	07760 482092

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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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