

Costessey Pre School

Costessey County Infant School, Beaumont Road, NORWICH, NR5 0HG

Inspection date	26/02/2014
Previous inspection date	29/01/2010

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

- Partnerships with parents and carers are exceptionally strong. An abundance of information is readily shared to ensure children's individual needs are consistently met, and parents are provided with ample opportunities to get involved in their children's learning.
- The manager and staff team strive to maintain a high quality provision for children. Rigorous self-evaluation and monitoring are effectively used to make ongoing, well-targeted improvements to benefit children.
- Staff meet safeguarding and welfare requirements well for each child. Robust and rigorous policies and procedures are implemented, which ensure that children's safety and welfare is protected.
- Staff know the children well. They observe them during activities and make assessments of children's abilities. Assessment is well monitored and used to secure interventions and support when necessary.

It is not yet outstanding because

- There is scope to develop the organisation of whole group times to provide richer and more imaginative experiences for all children.
- There is scope to involve parents more in developing children's understanding of healthy lifestyles, for example, by implementing a policy for healthy eating, with regard to the contents of lunch boxes.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the classrooms and the outdoor learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector looked at activity planning, records of children's learning and a selection of policies and records.
- The inspector held a meeting with the nursery manager.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Karen Harris

Full report

Information about the setting

Costessey Pre School registered in its current premises in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Costessey, on the outskirts of Norwich, and is run by a voluntary committee and is part of an outreach Sure Start programme. It operates from two classrooms in Costessey Infant School and children have access to a secure area for outdoor play. The pre-school serves the local area and is accessible to all children. The pre-school employs 19 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 and four at level 4, including one with an Early Years Foundation Degree.

The setting opens Monday to Friday during school term times from 7.45am until 6pm. This is split into pre-school sessions of three hours and breakfast and after school care for children aged three to seven years. Children attend for a variety of sessions.

There are currently 98 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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 whole group activities to provide richer and more imaginative experiences to effectively meet the differing needs and interests of all children
- extend opportunities to involve parents in developing children's understanding of healthy lifestyles, for example, by implementing a policy for healthy eating, with regard to the contents of lunch boxes.

Inspection judgements

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

Children make good progress in their learning and development in this welcoming and busy pre-school. All staff have a very good understanding of how children learn and develop. This means that they are confident in planning a wide range of learning opportunities for children and know how to support their learning effectively. For example, children are keen to explore media, such as sand, water and cornflour 'gloop'. They spend

considerable time investigating the gloop, squeezing it out of bags into individual trays. Teaching is good because staff are skilled at asking open-ended questions to challenge and develop children's thinking. Staff regularly talk to children about what they are doing, promoting language and developing self-thinking skills, enabling them to make good progress in their learning. Involvement in the 'Every Child a Talker' programme has enhanced staff knowledge as they have attended a significant number of courses and workshops. As a result, throughout the setting, children's language and communication is well supported. Opportunities are used for counting and comparisons as they arise, helping children to begin to understand mathematical concepts. For example, children compare 'big' and 'small' bears when balancing them on the weighing scales. During routine whole group activities, such as registration and story time, most children listen and join in. For example, children enjoy copying actions and familiar lines to stories that are skilfully told by adults, who use signs and actions instead of a book. However, the number of children in the group during these activities does not always maximise the involvement of all children. For example, group sessions become quite lengthy and occasionally children get distracted and need a reminder from staff to listen. Consequently some children lose interest and become unsettled.

Children develop good skills for the future and are acquiring the skills, attitudes and dispositions they need to be ready for school. Staff encourage children as they play by joining in and offering lots of praise and encouragement. For example, children enjoy exploring in the role-play area where staff encourage them to think about what they may need to 'buy from the farm shop'. Children respond by agreeing what they will need and go to buy 'carrots and onions'. They learn to share and collaborate as they take turns buying and selling at the pretend shop. Children develop a sense of themselves as individuals, wanting to do things independently. For example, when getting ready to go outside to play children eagerly reach for their coats and confidently seek support if they need help with doing up zips and buttons. Staff encourage them to persevere with trying for themselves so that eventually they manage to do up their own coats. During the summer term older children take part in PE sessions where they dress and undress themselves. These positive activities enable children to develop skills for their future learning. As a result, they are ready for the next stage of learning by the time they move on to school.

Staff know the children well. They work very well with parents to identify children's starting points when they first attend. Staff use photographs to illustrate observations of children and each child has a well-presented 'learning journey'. Children's progress is tracked, which ensures staff have a good knowledge of children's development. Very good partnership working with parents is promoted throughout the pre-school. Staff continue to encourage parents to share what they know about their child's learning at home. For example, parents regularly complete a 'home involvement sheet', which indicates what children have been doing at home. Parents keenly attend parents' evenings and open days to view children's development records and discuss children's progress. Parents speak very highly of the pre-school, commenting that their children are happy to attend and that staff are friendly and approachable. Children who have special educational needs and/or disabilities and those learning English as an additional language have their specific needs met very well. The special educational needs coordinator is very enthusiastic about her role and extremely knowledgeable about the diverse needs of the children. Any areas,

which may require additional support, for example, speech delay, are discussed with parents and carers. This means that there is a cohesive and consistent approach to support children's progress. This helps to effectively minimise any shortfall in children's learning. Staff facilitate one-to-one support where required. Individual educational programmes are identified for these children in addition to their next steps and these are regularly reviewed and updated. Parents are fully involved when targets are set for areas of specific development. One parent comments that staff 'go the extra mile' to offer support. For example, sorting out respite care and helping to complete forms. Staff also work with other agencies that are involved in the children's care, which results in a very sensitive and consistent approach.

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

This is a fully inclusive pre-school where all children and their families are welcomed. Transitions from the home into the pre-school are very well managed through a gradual and flexible process for settling in. For example, staff make visits to each child's home. This means that children's needs are effectively met from the very beginning as children can get to know staff in familiar surroundings. Children share strong bonds with each other and with the approachable and caring staff. Transitions within the pre-school, as children progress from one room to the next, are carefully planned and are managed well. The pre-school works well with other providers that children attend and has developed an extremely successful partnership with the local school. The staff take the children to visit the school and they share events throughout the year. For example, they share lunch times, join assemblies and attend Christmas celebrations. The class teachers also visit the children at the pre-school. As a result, this partnership working results in children being emotionally very well prepared to move on to school.

The staff work very well to build relationships with parents and carers to help their children to settle into the pre-school. For example, children receive lots of reassurance and direct support as they separate from their parents. Children form good emotional attachments with the staff in the pre-school as an effective key person system is implemented in the setting. This helps children form warm and secure attachments, promoting their well-being and ensuring they feel happy and safe, enjoying their time in the setting. The key person shares details with parents and carers about how their child has been via a home-link book. This means that children's emotional needs are consistently being met.

Staff provide time and space for children to enjoy energetic, active play. Children have daily opportunities to be outdoors in the fresh air and learn the importance of exercise as part of a healthy lifestyle. Children are gaining an understanding of risk through everyday activities. They explain to each other to use 'walking feet indoors and on the slope, so we don't bump'. Children behave well because staff are good role models. They show respect and care for all the children and show a genuine interest in what the children are doing. Staff demonstrate the rules and boundaries of the setting. For example, during registration, they remind children to use 'quiet voices' inside. Children are encouraged to have regard for their personal hygiene. They know to wash their hands before eating and

after using the toilet. Children who require changing are managed with complete sensitivity and dignity. Children are protected further because the majority of staff hold first aid and food hygiene certificates. Children's dietary needs are met jointly with parents. Children have access to their own water bottle, which is clearly labelled with their name and photograph. Staff are well aware of any allergies or special dietary requirements and these are managed well to meet children's individual needs. Staff provide children with a range of healthy options for snacks. Children that stay all day bring a packed lunch. However, children's lunches are not always healthy and nutritious to fully support their understanding of a healthy diet. Therefore, there is scope to further involve parents in developing children's understanding of healthy lifestyles. For example, by implementing a policy for healthy eating, with regard to the contents of lunch boxes.

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

Staff meet the safeguarding and welfare requirements of the Early Years Foundation Stage well for each child. However, following a recent incident in the setting, a member of staff did not follow safeguarding procedures by reporting the incident immediately to a senior member of staff. Nevertheless, once reported, the management appropriately notified to Ofsted and a full investigation took place into the circumstances of the incident. This means that the manager has a good understanding of the requirements to safeguard children. The manager found that the incident was due to a lack of understanding and the member of staff involved in the incident no longer works in the setting. Robust and rigorous policies and procedures are regularly reviewed, which ensures that children are protected. The children are safeguarded by staff's sound knowledge of child protection procedures and clear understanding of signs and symptoms that would concern them. They know what to do if they are concerned, in order to safeguard the welfare of children. Therefore, staff are committed to keeping children safe from harm and neglect. Risk assessment and daily checks are carried out to ensure the premises, play equipment and activities are safe for the children attending. Any accidents are managed effectively. The staff keep clear accident records and parents sign to acknowledge the entry. The manager is well aware of the importance of notifying Ofsted about any significant events that occur. Staff recruitment is robust and effective induction procedures are in place for all staff and students. This ensures children are kept safe. As a result, children are appropriately safeguarded.

The manager has a secure knowledge of the Statutory framework for the Early Years Foundation Stage and uses this well to support the staff team. Performance management is well managed and staff training needs are identified through regular supervision and appraisals. Children are asked on a regular basis about the activities that are provided in the pre-school and parents' opinions are sought through questionnaires. Staff utilise the Ofsted self-evaluation form to help identify a range of targets to extend the existing good quality practice at the pre-school. Continuous reflection on practice ensures any areas for development are swiftly identified and promptly addressed. Regular staff meetings help improve daily practice and ensure a broad range of experiences is offered to support children's progress. The manager ensures a high staff to child ratio in order to provide

quality individual attention when needed. The pre-school supports childcare students and they are aware of their roles and are supervised at all times.

Partnerships with parents and others are a strength. There is a trusting partnership between staff and parents, which means that children are nurtured and able to flourish. Staff work closely with parents if they have any concerns about their children's development. Parents' comments, received during the inspection, are very positive. They know their child's key person and find staff friendly and approachable and say that they are always available to talk. Parents state that they are very pleased with the progress that their children are making. The pre-school works particularly hard to foster beneficial partnership working with all possible outside professionals. As a result, children with special educational needs and/or disabilities and those with English as an additional language receive timely support and specialist intervention, and make good progress.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	EY350641
Local authority	Norfolk
Inspection number	951275
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	54
Number of children on roll	98
Name of provider	Costessey Pre-school Committee
Date of previous inspection	29/01/2010
Telephone number	01603 740 175

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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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