

# Innsworth Pre-School

Innsworth Infant School, Luke Lane, Innsworth, GLOUCESTER, GL3 1HJ

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 24/03/2014 |
| Previous inspection date | 21/03/2012 |

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|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 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

- Children are happy, well behaved and relate well to the staff team. This is because their individual needs are met through good partnership working with parents.
- The quality of teaching is good and staff adapt their planning to suit the needs and interests of individual children, as they understand how children learn and play.
- All staff follow safe practices and demonstrate a good knowledge and understanding of their role and responsibilities with regards to protecting children.
- Staff work well together and form an experienced and coherent staff team. They clearly enjoy what they do and this creates a happy and friendly environment.

### It is not yet outstanding because

- Staff do not always provide enough opportunities for children to extend their emerging writing skills outdoors.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspected had a tour of the premises.
- The inspector spoke with the provider, staff and the children at appropriate times throughout the inspection.
- The inspector observed activities throughout the nursery in both indoor and outdoor spaces.
- The inspector looked at a sample of documentation, including children's records, staff training records and a selection of policies and procedures.
- The inspector took into account the views of parents gathered through discussion during the inspection.

**Inspector**  
Julie Swann

## Full report

### Information about the setting

Innsworth Pre-school has been under the current ownership since 2011 and registered at the current premises since 2002. The pre-school is registered on the Early Years Register and the compulsory part of the Childcare Register. The pre-school operates from the grounds of Innsworth Primary School in the Innsworth area of Gloucester. The premises consists of two base rooms, a kitchen area and associated facilities. There is a garden area with grass and patio surfaces for outside play. The pre-school is open each weekday between 8.45am and 2.45pm and children attend on a full-time or sessional basis during school term times. A breakfast club is available between 8am and 8.45am and additional care is available for children attending the pre-school up to 6pm. There are currently 49 children on roll in the early years age group. The pre-school receives funding for the provision of free early education for children aged three and four. The pre-school employs eight members of childcare staff, all of whom hold appropriate early years qualifications from levels 2 to 4. The manager holds the Level 4 National Vocational Qualification in Children's Care, Learning and Development.

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

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

- explore ways to promote children's experiences of writing for a purpose further; for example, by providing resources to develop children's early writing skills in the role play areas outdoors.

### 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 because the quality of teaching in the setting is good. The manager and staff have a secure understanding of the Early Years Foundation Stage. Staff have good systems in place to assess children's learning and development and use good planning systems and supporting documents to identify and appropriately plan for the next steps in their learning. This means children's individual developmental needs are accurately identified and staff can carefully plan activities to support these. Consequently, children make good progress towards the early learning goals and are ready for school when the time comes. For example, staff working with the two-year-old children fully understand that younger children learn through using their senses. To support this they provide a mix of clay and water so children can freely explore the texture and properties of this with their hands. A younger child delights in placing their hands in the mix and shaking this off their fingers. The child shows curiosity as it dries to a powder and jumps up and down shaking his fingers. Other children giggle as the child does so. This shows children make discoveries and links while having fun in

their learning.

Children's communication and language abilities are also developing well. This is because staff engage in a wide range of conversations with children and use open-ended questions to support them to develop their vocabulary. For example, story sessions promote older children's communication and language skills, as staff use 'what', 'where' and 'who' to develop their understanding of simple questions. For instance, a staff member asks 'What does a sloth eat?' and points to a picture in the book. One child answers, 'Big green leaves', showing their ability to perceive the question, make connections and demonstrating their understanding of the world. Children show an early interest in media and materials, as they use musical instruments to take part in songs and rhymes. For example, they use 'shakers', to tap along to the beat of their favourite nursery rhymes and imitate movements in response to music, such as stamping their feet. Children are developing their early literacy and writing skills as they use paint and chalk to make marks outdoors. One child tells the staff they have written 'S' for September which shows their ability to give meaning to the marks they have made. Staff display many signs, words, numerals and shapes around the environment to develop children's interest in print, letters, numbers and words. However, opportunities for children to experiment and further develop their early writing skills are not fully enhanced in the role play areas outdoors. This means children do not always get the chance to make lists and practise early writing as frequently as they can indoors.

Children's personal, social and emotional development is fostered extremely well. They are happy, confident and show sustained levels of interest and enjoyment in their chosen play. All the children go out on a daily basis to play and they can freely access outdoors through the sessions, ensuring they have access to plenty of fresh air. Children have many opportunities to balance, climb and ride scooters and bikes which promotes their physical development very effectively. Children plant and grow fruit and vegetables in their garden and then harvest and eat their produce. Staff talk with the children about the different parts of the plants, such as, the stem, leaves and bulb, and what it is that helps plants grow. Staff and children regularly talk about number, sorting and describing shapes during their play. For example, they instigate counting frequently and use a number line in a fun and skilful way to encourage the children's recognition of numerals and the correct sequencing of numbers. Children learn about the wider world through the excellent displays, resources and discussions they have. For example, during an activity they happily give a greeting in French to each other. In addition, they actively ask questions to the staff team about their families. All these skills are transferable and will help them in their next move to school.

All children are developing comfortably within the typical range of development expected for their age, according to their starting points and the short time spent at the provision. Key persons maintain learning and development records for each of their key children; these records include photographs of children engaged in play, examples of their work and progress reports. Parents are clearly involved in their children's learning through discussion and the sharing of the children's records of learning. Parents are invited to view these records and they are shared with children, thus inspiring children's self-esteem, memory and communication. The nursery supports children with special educational needs and/or disabilities. Staff understand children's needs well and work with other

professionals and parents to devise individual education plans to ensure that children's emotional needs are managed and met through one-to-one support as they assist the children to engage in activities. As a result, all children are included and their learning needs are very well addressed. A variety of strategies are successfully used by the pre-school to support children and families who speak English as an additional language. For instance, several staff speak or understand various community languages. This enhances communication between staff, children and families and helps staff promote the use of children's first languages in the nursery.

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

This is a friendly and welcoming pre-school where children experience a good standard of care from affectionate and caring staff. They enjoy short settling-in sessions with their parents and this helps to smooth transitions, providing continuity in their care when they enter the setting. Parents are fully aware of who their child's key person is and liaise daily with them regarding children's routines and what they have enjoyed doing during their session. In addition, children have daily diaries that staff share with parents at the end of each day. Staff are aware of the importance of each child having a key person to create secure bonds and attachments with in order to successfully learn and develop. The effective key person system, together with a good level of adult attention and interaction, ensures that all children who are upset are quickly comforted by staff and are soon involved in a chosen activity. This provides the positive social support that assists them to feel secure and settle well. Well-implemented policies and procedures, such as emergency aid and fire evacuation procedures, also contribute to children's good health. Information is shared and displayed for parents regarding the care of children who may be unwell and in managing cross-infection at the setting. Children have many opportunities to access fresh air and to promote their physical development through the well-resourced outdoor area. Sheltered areas are in place to further enhance children's safety and well-being while outdoors.

Children learn about being healthy as they are offered a range of fresh fruit, vegetables, milk or water at snack time and pour their own drinks. All fruit and vegetables are cut into small pieces to reduce any choking hazards. Children are independent in their self-care skills. Nappy changing and toilet training are linked to children's individual needs, working closely with parents and carers. Children access the toilet area themselves and they wash their hands before snack and after messy activities. Staff are good role models for behaviour, dealing sensitively with any minor disputes. They provide a calm and reassuring environment where children are given lots of positive praise, which builds their self-esteem and gives them a sense of achievement. They encourage children to share, take turns and care for each other. As a result, children behave very well and play cooperatively. They respect each other, and thinking about how others may feel in a situation plays an effective part in developing children's understanding of making friends and developing positive relationships. Staff place a high emphasis on children developing good manners. For example, they offer gentle reminders to say 'please' and 'thank you' at snack times. Staff take spontaneous opportunities to discuss staying healthy as they arise, such as at circle time. For example, a staff member discusses her recent dentist

appointment and the importance of visiting the dentist regularly. This is very effective in fostering children's understanding of keeping healthy and safe.

The pre-school is effectively organised and resources are age appropriate and of a good quality. The learning environment is very stimulating and covers all areas of learning. Children can select resources independently both indoors and outdoors because equipment is stored at age-appropriate heights. Consequently, children can use their imagination, play with their friends and explore their environment confidently. Links with parents and carers are strong. This has a positive impact on the care and well-being of children, and the progress they make in their learning. Good links with their child's key person helps to ensure children's needs are met, and supports parents in becoming involved in their child's learning in the setting and at home. Children's move to school is sensitively organised to provide the children with a smooth change over into full-time education. Staff liaise with teachers from the local schools and pass on relevant information about children's characteristics and achievements to aid continuity of care and learning.

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

The provider, deputy manager and staff fully understand their duty to protect children. There is a comprehensive safeguarding policy and procedure, which staff are aware of. Robust recruitment, vetting and induction procedures help to ensure adults working with children are suitable to do so. As part of the induction process, all newly appointed staff are made aware of how they should conduct themselves around children and the implications their conduct may have on children and other members of staff. This ensures that children are cared for by staff who show the required skills and commitment, enabling children to feel secure and safe. Each member of staff has attended up-to-date behaviour management and first aid training, so that they are aware of all potential risks to children and how these can be minimised. Policies and procedures are updated accordingly to include the use of mobile telephones and cameras within the setting. Accident or incident forms show that staff are following the correct procedures to support children's welfare and safety.

Staff are deployed effectively and the legal ratios are maintained and often exceeded. Staff are fully versed with the whistle-blowing policy should they have any concerns regarding their colleagues. Children are well safeguarded because staff have a good knowledge and understanding of what to do if they are concerned about a child's welfare. All staff have attended safeguarding training and the management team have created comprehensive policies to underpin their knowledge. As a result, they are aware of their own responsibilities and the action to take to protect a child from harm. All visitors are required to show identification and sign in and out of the visitors' book. This ensures that a full and accurate record of everyone coming in and out of the pre-school is maintained. Risk assessments are carried out for the setting and reviewed on a regular basis. This ensures there is a child-friendly and safe environment for children to play in and explore with confidence. Staff assess all areas on a daily basis and remain constantly vigilant to

potential hazards. In addition, the close working partnerships between staff ensures the levels of supervision are consistently high. As a result, children enjoy a safe and secure play and learning environment.

The leadership and management is good and all practitioners demonstrate a commitment, drive and ambition to promoting improvement. Through meetings and informal discussions, they strive to promote high standards of care and education for all children. Through ongoing professional development, staff gain new qualifications and develop their skills, knowledge and understanding. Individual development needs are identified with staff through the effective appraisal and supervision process. Partnerships with parents are effective. They are made welcome to come into the pre-school, where they can gain a further understanding of their child's development, which promotes learning and development at home. Their child's development profiles are freely available and parents state they feel included in and well informed of their child's progress. Parents are involved in the self-evaluation process through the completion of regular questionnaires. This means staff and management know themselves well; they are able to identify areas for improvement, develop action plans and monitor developments with the benefit of an external review.

### **The Childcare Register**

The requirements for the compulsory 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

|                                    |                          |
|------------------------------------|--------------------------|
| <b>Unique reference number</b>     | EY437862                 |
| <b>Local authority</b>             | Gloucestershire          |
| <b>Inspection number</b>           | 955436                   |
| <b>Type of provision</b>           |                          |
| <b>Registration category</b>       | Childcare - Non-Domestic |
| <b>Age range of children</b>       | 2 - 4                    |
| <b>Total number of places</b>      | 24                       |
| <b>Number of children on roll</b>  | 49                       |
| <b>Name of provider</b>            | Desma June Smith         |
| <b>Date of previous inspection</b> | 21/03/2012               |
| <b>Telephone number</b>            | 01452 739090             |

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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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