

Botesdale and Rickingham Pre-School

Botesdale Village Hall, The Street, Botesdale, Diss, Norfolk, IP22 1BZ

Inspection date	26/11/2014
Previous inspection date	11/02/2009

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

- Teaching is good. Staff skillfully interact with children to encourage their imaginations and extend and challenge their play and learning. This means that children make sustained progress over time.
- Children are happy, confident and secure because staff build positive relationships with them.
- Staff establish strong and trusting partnerships with parents. They work closely with parents and other professionals to support children's individual care, development and learning needs.
- Children are safe in the nursery because arrangements for safeguarding are robust and is given top priority.

It is not yet outstanding because

- There is potential to enhance children's learning further by monitoring the timing of routines to ensure that children consistently have sufficient time to engage in sustained, uninterrupted play.
- There is scope to promote everyday opportunities where children can explore a range of cultures and religions to extend their understanding of the wider 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 indoors and outside.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of practitioners working with children.
- The inspector carried out a joint observation of a teaching activity with the manager.
- The inspector spoke with the manager, staff and parents at appropriate times throughout the inspection.

Inspector

Jemma Hudson

Full report

Information about the setting

Botesdale and Rickinghall Pre-school has been open for over 20 years. It is on the Early Years Register. The pre-school is run by a voluntary committee. It is situated in Botesdale Village Hall in Botesdale and Rickinghall. Children share access to an enclosed outdoor space and woodland area. The pre-school employs eight members of childcare staff. Of these, all hold appropriate childcare qualifications at level 2 to 6, including the manager who holds a degree in Early Years. The pre-school is open during school term times. Sessions are from 9.05am until 11.35am and 12.35 until 3.05pm. There is a lunch club from 11.35am until 12.35pm. Children attend for a variety of sessions. There are 44 children on roll, all of whom are within the early years age range. The pre-school supports children who speak English as an additional language. It 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:

- review the organisation of routines, such as story time and circle times so that these sessions do not interrupt children's concentration and involvement in activities
- extend ways of supporting children's growing understanding of families, the community and the wider world, to broaden children's knowledge and reflect an inclusive ethos.

Inspection judgements

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

Children receive a warm and friendly welcome to the pre-school. They enjoy a wide range of well-resourced activities that support and promote their continued learning and effectively meet their needs. The planned activities cover the seven areas of learning. Staff plan very well, taking into account each child's interests, age and stage of development. This good planning, along with quality teaching, means that children continue to develop skills and attributes needed to support their future learning. The pre-school is well organised so that children can make good choices to support their interests and play. For instance, children enjoy using the wide range of resources in the role play area. They spend time dressing up and decorating their castle with bunting that they have made in the craft area. This supports them to develop their imagination and creativity. However, there is room to develop opportunities to extend children's understanding of a range of cultures and religions and the wider world.

Children enjoy leading their own play and taking part in activities, which are guided by

adults. Staff interactions with children are strong. They talk to children and consistently use open-ended questioning to extend their communication and language. Staff skilfully support children to develop their literary skills by reading stories with them. For example, a group of children enjoy sitting with staff looking at their favourite books and talking about the pictures. These quality interactions engage children in sustained play and support them to develop their social and communication skills. Outside, children benefit from a range of resources, which cover the seven areas of learning. They have access to a garden and woodland area. Staff plan for this well and encourage children to make good use of this space. They provide opportunities for children to explore the outdoors through a range of activities, such as bug hunts and making mud faces on trees. Staff have developed a separate planting area where children can grow and pick their own vegetables.

Staff know children extremely well because they take time to meet them and their parents. Staff gather information from parents and children as they settle in. Children's learning journals show good quality observations linked to the areas of learning. Staff use these observations to track children's progress effectively and highlight areas where children could benefit from additional support. Staff ensure that timely interventions are in place to support all children, including those who speak English as an additional language, to develop skills and attributes needed to support their move to school. Assessments are precise, robust and next steps in learning inform planning. This ensures that children's needs are met and supports them to make sustained progress over time.

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

Children share warm relationships with the approachable and friendly staff. New starters settle quickly into the nursery. A well-established key-person system is in place to help children build relationships with their special member of staff. This supports their emotional needs and, as a result, children are motivated to learn. Children demonstrate a positive approach to learning, and behaviour in the pre-school is good. Staff are excellent role models they interact well with children and engage them in meaningful conversation, which results in an extremely calm, relaxed and friendly atmosphere.

Staff develop and extend children's understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. Children benefit from regular fresh air and exercise during outdoor play. Staff provide a wide range of opportunities to learn about healthy lifestyles. For example, children are offered a range of nutritious healthy snacks and have access to drinking water throughout the session. Children are very sociable, they talk to each other and share experiences. Staff use this opportunity to encourage further discussion, such as what the children have done and what they are going to do after pre-school. In this way, staff further extend children's interests and they learn to listen to each other and form opinions. Children have the opportunity to participate in sessions, such as story time or circle time. However, children are not always best prepared for these activities. For example, at times children's play is disturbed for registration or story time.

Staff have appropriate training in first aid and are very well aware of the medical or

dietary needs of children in their care. Effective procedures are in place that are regularly reviewed to support children's welfare effectively. Staff know and understand the needs of all children. There is a very strong family feel to the pre-school as many children attend with siblings. The very stable staffing policy means that staff know the families extremely well. Consequently, all children feel secure and make excellent emotional attachments while at pre-school. Staff manage children's transitions sensitively to ensure children are emotionally secure. Staff at the pre-school have developed very strong relationships with feeder schools. Local teachers regularly visit the pre-school and children have opportunities to spend time at their new school. Consequently, there are effective procedures in place and staff support children's move to school very well.

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

The pre-school is managed well. The manager is reflective and demonstrates a commitment to the continual development of the whole provision. Staff demonstrate a good knowledge of the Early Years Foundation Stage. They understand their responsibility to promote the learning and development of all children. As a result, children are consistently provided with a range of experiences to meet their needs. The majority of staff hold relevant childcare qualifications and are keen to continually update their professional development. The manager regularly meets with staff and the pre-school committee to discuss and share any ideas, and to further promote effective outcomes for children. She carefully monitors staff performance, both informally through working alongside the staff and more formally through annual appraisals and monthly supervisions to identify staff's training needs. This helps to promote good outcomes for children.

The manager in the pre-school has a good understanding of the requirements to safeguard children. Staffs knowledge of safeguarding is robust. For example, they have a good understanding of the signs of abuse and the action to take if they have any concerns about a child's welfare. Furthermore, their practice is supported by secure policies and procedures. Staff ensure that the premises is kept secure and thorough risk assessments are undertaken, ensuring children can play safely and freely. Staff work well as a team to promote the smooth running of each session.

Parents value the strong partnership and relationships they have with the pre-school. They speak highly of staff and are delighted with the activities they provide for children. They say that they are 'very pleased' with their children's progress. One parent commented that she finds the staff 'very supportive and caring'. The pre-school has also developed successful strategies to work closely with other professionals. They have formed close links with other early years providers whose setting children may also attend, and external agencies. Consequently, children have continuity of care and their needs are very well 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	508612
Local authority	Suffolk
Inspection number	869364
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	44
Name of provider	Botesdale And Rickinghall Pre-School Committee
Date of previous inspection	11/02/2009
Telephone number	07796 014304

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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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