

Folksworth Pre-School

The Village Hall, Elm Road, Folksworth, Peterborough, PE7 3SU

Inspection date	12/01/2015
Previous inspection date	14/12/2011

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

The quality and standards of the early years provision

This provision requires improvement

- Close bonds have formed between key persons, children and their families, which help children develop a strong sense of security and confidence in the pre-school.
- Children make good progress in their learning and development as they engage in a broad range of activities. Key persons know the children well and plan effectively for each individual child based on their interests and developmental needs.
- Strong partnerships with parents and other agencies support a shared approach to children's learning and ensure they receive consistently good levels of support.
- The environment is welcoming and safe and a clear priority is given to safeguarding. This means that children feel safe in the pre-school and are comfortable to explore their surroundings.
- The manager is committed to the continuous development of the pre-school. Effective systems for self-evaluation are in place to plan realistic targets to strengthen practice.

It is not yet good because

- The provider has failed to ensure that the correct staff qualification requirements are met at all times.
- Consistent monitoring of staff's practice is not yet securely embedded to ensure the highest levels of achievement are sustained for all children over time.

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 children's activities in the pre-school room and the outside learning environment.
- The inspector held a meeting with the manager and spoke at appropriate times to staff throughout the sessions.
- The inspector conducted a joint observation with the manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's self-evaluation documents.

Inspector

Carly Mooney

Full report

Information about the setting

Folksworth Pre-School was registered in 1979 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school serves the local area and is accessible to all children. It operates from Folksworth Village Hall and there is an enclosed area available for outdoor play. The pre-school employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 5 and level 3. The pre-school opens on Mondays, Tuesdays, Wednesdays and Fridays, term time only. Sessions are from 9am until 3pm. Children attend for a variety of sessions. There are currently 27 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 with special educational needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that staff qualification requirements are met at all times, by ensuring that, aside from the manager, half of all other staff employed hold at least a full and relevant level 2 qualification.

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

- embed the monitoring processes, for example, through more regular supervisions and observation of staff practice, to ensure the highest levels of achievement are sustained for all children.

Inspection judgements

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

Children arrive happily at the pre-school and quickly settle at their chosen activity. Staff demonstrate a good understanding of the seven areas of learning and how children learn through play. As a pack-away setting, staff work hard to provide children with a stimulating environment, where they are motivated to become independent and inquisitive learners, both inside and outdoors. Staff plan a balanced curriculum based on interests children show in their play and their developmental needs. Teaching is good, with more experienced staff acting as clear role model for those with less experience. Children's communication and language development is promoted well throughout the pre-school, particularly for children who require additional support in this area of their development. Consequently, most children are confident communicators and happily engage in conversation with staff and other children. Staff listen and talk to children to promote their

speech and widen their vocabulary and show a genuine interest in what they say and do. For example, children excitedly tell staff about the new baby they have at home and enjoy answering questions about the event.

Children have good opportunities to explore literacy, numeracy and creativity through a range of interesting activities. For example, children make their own dough. They follow a visual recipe and are encouraged to compare the size of the different spoons they need to use. Once finished, children use a range of tools to explore and manipulate the dough to make their creations. Children play well together engaging in activities that encourage them to share and take turn with their peers, such as a colour matching game. They enjoy role play, dressing up as their favourite characters and engaging in real life scenarios, such as working at or visiting the travel agent's. Other areas of learning are also incorporated as children use holiday brochures, laptops and telephones to support their play. The traditions and backgrounds of the children who attend the pre-school are valued. Suitable resources and learning about different cultural festivals supports children's understanding of the diverse society they live in.

Staff complete regular reviews of children's development, including a progress check between the ages of two and three years and share these with parents. Parents are given good opportunities to support their children's learning at home. For example, staff share a phonics book for the sound of the week. This also incorporates the action needed to accompany the sound so parents can practice this with their children. Staff are skilled in ensuring that children's needs are quickly identified and the correct support can be put in place for children with special educational needs and/or disabilities. The pre-school's special educational needs co-ordinator is experienced in working closely with children's families and outside professionals, to fully provide for children's individual needs. This ensures all children are well-prepared for their future learning and the progression to school.

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

All children form positive, trusting and emotional relationships with their key person and other staff because there is a good level of adult attention and warm interaction. Children, new to the setting, receive good support to ensure they feel happy and reassured in their new environment. There is a welcoming, friendly atmosphere and parents and children are cheerfully greeted as they enter the building, helping them to feel part of the pre-school family. Children are confident within the setting and approach staff with ease. Parents contribute to children's starting points and a good exchange of information at collection time ensures children's ever-changing needs are constantly met. Effective systems are in place for when children attend other settings and good relationships have formed with local schools to support the move to primary school life.

Children behave well. Staff offer sensitive and timely support when necessary and gently remind children to use their kind hands when dealing with small conflicts. A sand timer is used effectively to prepare children for changes that are about to happen in some activities, such as taking turns with the bicycles and scooters. Staff consistently praise and acknowledge children for their progress and achievements, which encourages good levels

of self-esteem. Staff provide children with a safe environment in which to learn and also encourage children to think about their own safety, such as the action to take in the event of an emergency.

Children's good health and hygiene is promoted effectively. A varied range of healthy snacks are provided and parents are encouraged to provide healthy options in their children's packed lunches. Fresh drinking water is available at all times and independently accessible, allowing children to control their own thirst. Children demonstrate that they understand which foods are healthy and which ones are not, informing staff that fruit is good for you. Staff support children with skills to develop their growing independence in preparation for school. Children are competent at managing their personal needs, relative to their ages, such as putting on their shoes and blowing their noses. Outdoor play is incorporated well into the daily routine and children are provided with a number of activities that supports their physical development and provides suitable challenge. Children regularly engage in yoga sessions or music and movement, which they thoroughly enjoy. Activities, such as these, also allow children to gain an understanding of the effect exercise has on their bodies.

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

The provider has failed to ensure that the staff qualification requirements are met at all times. The manager holds a suitable childcare qualification. Of the remaining three staff, two are unqualified. This does not meet the requirements of the Early Years Foundation Stage. However, although this has little impact on the direct welfare of the children, as staff are able to demonstrate their ability to care for children, which is a breach of the legal requirements. Arrangements for safeguarding children are suitable, as there are secure partnerships with families and other agencies in place. Staff attend regular child protection training and new staff are informed of safeguarding procedures during a thorough induction procedure. All staff are fully aware of children's individual needs and family backgrounds to ensure they are fully supported. Robust procedures are in place for the recruitment of staff and appropriate checks to safeguard children are carried out on all adults working directly with children and members of the committee. Clear consideration is given to keeping children safe. Staff are deployed well to supervise children, both inside and outdoors, and are mindful of each person's whereabouts. The premises are secure and parents and visitors cannot enter the building without being let in by staff. Staff endeavour to provide a safe and secure environment for children through robust risk assessments and daily checks of the premises and outdoor area.

Leadership and management are good and there is a secure knowledge and understanding of the requirements of the Early Years Foundation Stage. Aside from the manager, all staff are relatively new to the setting but have settled into their roles and work well as a team. The manager, committee and staff are developing the system for self-evaluation to drive the provision forward. However, the manager is only just beginning to implement a more robust structure for monitoring the performance of staff formally through increased supervision meetings and formal observations of their practice with children during activities. As a result, these systems are not securely embedded at

present, to ensure the highest levels of achievement are sustained for all children over time. Staff strive to deliver an effective and enjoyable learning experience for all children. Children are supported well during play and the educational programmes are monitored regularly by the manager to ensure any gaps in learning are not missed. As a result, children make good progress in their learning. Positive relationships with parents have been formed and systems are in place for parents to share their views about the pre-school. Parents speak very positively about the care provided for their children and the support given by staff to help them settle. Partnerships with external agencies and other providers are good and this means that children benefit from a coordinated approach to their care and development and, as a result, 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. 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	221869
Local authority	Cambridgeshire
Inspection number	1001947
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	33
Number of children on roll	27
Name of provider	Folksworth Under Fives Committee
Date of previous inspection	14/12/2011
Telephone number	07542172075

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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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