

# First Class Preschool

Houldsworth Valley County Primary School, Rowley Drive, Newmarket, Suffolk, CB8 0PU

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 07/01/2015 |
| Previous inspection date | 27/01/2011 |

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> |   |
|--|-------------------------|---|
|  | Previous inspection:    |   |
| How well the early years provision meets the needs of the range of children who attend |                         | 1 |
| The contribution of the early years provision to the well-being of children            |                         | 1 |
| The effectiveness of the leadership and management of the early years provision        |                         | 1 |

## The quality and standards of the early years provision

### This provision is outstanding

- The quality of teaching and learning is outstanding as staff have an excellent knowledge of how children learn. This is supported through precise, accurate assessment and planning for individual children to ensure they make exceptional progress.
- Children develop secure emotional attachments because the staff work hard to build and sustain close working relationships with children and their families. As a result, children's personal care needs and social skills are supported to an exceptionally high level.
- Children are extremely safe in an environment that is secure and stimulating. Staff demonstrate an excellent knowledge and understanding of safeguarding procedures and all other aspects of safety.
- The leadership and management are inspirational. The provider and manager consistently review and evaluate the practice and the learning experiences provided for children. The highly motivated staff team works exceptionally well together to ensure all children thrive and enjoy an outstanding learning experience at all times.

## 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 both indoors and in the outside play area.
- The inspector carried out a joint observation and held a meeting with the manager.
- The inspector looked at children's assessment records, planning documents and a range of other documents, including the safeguarding procedure.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector took account of the views of parents and of the pre-school's self-evaluation form.

## Inspector

Jill Hardaker

## Full report

### Information about the setting

First Class Preschool was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in Newmarket and is privately managed. The pre-school serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The pre-school employs nine members of childcare staff. Of these, one holds an appropriate early years qualification at level 5, one at level 4, five at level 3, one at level 2 and one is unqualified. The pre-school opens from Monday to Friday during school term time. Sessions are from 8.30am to 11.30am and 12.30pm to 3.30pm. There is voluntary lunch club from 11.30am to 12.30pm. Children attend for a variety of sessions. There are currently 68 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.

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

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

- enhance children's already excellent independence skills further, by ensuring all children are given opportunities to manage their own snack, such as to pour their own drinks.

### Inspection judgements

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

Teaching and learning is outstanding because all staff have very high expectations and understand how child learn. Children have access to a wide variety of toys and resources that cover all seven areas of learning. Children are eager to investigate and enjoy the many varied experiences on offer. The highly motivated staff support them by making learning fun and exciting. Children show high levels of concentration and quickly become engrossed in the excellent activities available to them. For example, as children make models from boxes they discuss together what they are making. They seek out boxes of the exact shape they need to create double decker buses; staff support them by holding pieces together while the children continue to create with precise detail. Highly effective deployment of the staff enables them to be readily available to support children in order to extend their learning. For example, the staff are very aware of the children who prefer to learn outdoors. Therefore, they ensure access to the well-equipped garden is maximised and children have opportunities to learn in all seven areas of learning outdoors. Many of the children demonstrate high levels of skill in many areas. For example, many children are able to write words and draw pictures with precise details. Staff value and respect these as they use them for displays around the room. The pre-school supports the learning of children who speak English as an additional language extremely well. The staff

ensure signs around the room are clear and reflect the many languages that individual children speak. This is further extended through the variety of dual-language books available to the children. Consequently, all children make excellent progress in their learning and development.

Many children are developing highly effective speaking and listening skills. This is because the staff provide them with countless opportunities to listen to made up stories and use language through outstanding experiences. For example, the pre-school jewel tin is immensely popular and special to all the children. The tin contains jewels, buttons, pebbles and buckles. The children know the stories behind many of these pieces and explain that 'this is from a belt' and 'this used to be a necklace'. The children look with awe and wonder, using words, such as 'awesome', to describe this amazing experience. This highly effective activity promotes children's mathematical development to a high level. For example, children sort by colour and size as they compare sizes of buttons, saying 'this one is huge and this one is tiny'. As a result, all children are exceptionally well prepared for school.

The experienced and dedicated staff have superb knowledge of the learning and development requirements of the Early Years Foundation Stage. They assess and identify children's starting points and ongoing development stages extremely well. The highly effective assessment and tracking of children's development ensures all children make excellent progress in all areas and many exceed development expectations. Excellent links with parents help to ensure that information about children's progress and opportunities to share in their learning are maximised. Staff complete the progress check for children between the ages of two and three years and share a written summary with the parents. Robust planning ensures the key persons build on individual children's skills and they extend and support their learning to a very high level. Furthermore, staff use regular consultation meetings to discuss and agree children's next steps in learning with parents. This process helps to ensure both key persons and parents have a superb overview of each child's abilities and developing skills. Any gaps in children's progress are identified and closed quickly.

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

Children are extremely happy and enjoy their time at the pre-school. The staff actively use the outside area to enhance the children's enjoyment of the natural environment. They enjoy the opportunities to ride bikes and scooters, which helps them to develop their excellent physical skills. The staff make clearing up fallen leaves an exciting learning opportunity and the children have fun as they help. The staff discuss with them about how the leaves become slippery and effectively question the children about what might happen if they ride their bikes over the wet leaves. As the children place the leaves in the recycle bin the children gain an understanding of looking after the world. Consequently, they are rapidly developing skills in knowing how to keep themselves safe and gaining an understanding of why to recycle. Staff promote healthy lifestyles by providing freely available drinking water at all times and offer healthy food. Children are highly independent in using the bathroom and putting on their coats and boots. However, staff do not capitalise on all occasions to promote this even further such as when not all

children are given the opportunity to pour their own drinks at snack times. The staff are meticulous in ensuring the snacks they provide meet the cultural and dietary needs of all children, especially those with medical conditions.

All staff have high expectations of behaviour and are consistent in their approach. As a result, children's behaviour is outstanding and effective friendships are being made. The highly skilled staff are good, positive role models, they show respect for the children and support them extremely well. Consequently, children feel emotionally secure and are extremely confident, independent and self-assured individuals. Children enjoy the security of routines, and the flexibility to choose where and with what they want to learn. Their interests and choices are given priority and respect. For example, as many of the children choose to use the musical instruments, the manager asks them if they would like to tidy up early and have music time. They eagerly agree to this and engage in tidying up exceptionally well. As the marching music commences, the children march round the room and listen for the change in music to adapt their movements. All the staff join in and this is a wonderful time of interaction and immense enjoyment at this outstanding pre-school.

Children develop exceptionally strong bonds with their key person and the staff team. The detailed information gained from parents as children start at the pre-school is available to all staff. This enables them to consistently support children's social and personal skills to a very high standard. Staff support children with English as an additional language to feel secure by learning special words in their home language. The staff use baby signing methods and visual prompt cards to enable all children to communicate and express their individual needs. Children learn about their own and other cultures and language as they celebrate special days and festivals. Therefore, children learn to recognise and respect each other. Excellent links with local schools ensure children are very well prepared for the move to school when the time comes. Children enjoy their new teacher visits to the pre-school and they proudly show them round their room. This effectively promotes their development and readiness for the next stage of learning.

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

The inspirational manager and staff team demonstrate a strong drive and commitment to maintaining the already excellent standards of care and education they provide for the children. All staff have a thorough understanding of their roles and responsibilities to meet the safeguarding and welfare requirements. A robust recruitment and induction process is in place, with all necessary checks being made to assess staff suitability. All staff demonstrate a clear understanding of safeguarding procedures, which are reflected in the policy. They are aware of and understand their responsibility to report any concerns they may have about a child. Most of the staff have a current paediatric first-aid qualification. Thorough risk assessments and the excellent understanding of staff regarding children's needs mean that they are extremely safe and secure.

The manager has an excellent knowledge of the skills of her staff and she gives their professional development high priority. Regular discussions, appraisals and high quality

supervision mean that staff are constantly improving the already outstanding practice. The impact of this is evident in the pre-school as staff evaluate their practice and strive at all times to give exceptional service to the children and parents. Since the last inspection the pre-school has moved into purpose built premises and the staff have successfully implemented all the recommendations raised. Monitoring of children's education, learning and development is consistent and robust. The planning schedules for each child clearly show how the child's interest, development and achievements feed into the planning for their next steps in learning. Consequently, all children are making excellent progress in their learning and development given their starting points.

The partnership with parents is highly effective in ensuring children's individual needs are exceptionally well met. Parents speak very highly of the provision and feel they are given excellent support by the staff. They value the outstanding learning experiences their children take part in and they recommend the pre-school to others. There are many opportunities available for the flow of information between the pre-school and the parents, including daily notices, newsletters and discussions at drop-off and collection times. Partnership working with other agencies and professionals, such as health visitors, speech therapists and staff based in local schools, is extremely strong. They visit the pre-school and information is actively shared so that any additional support is implemented to aid children's learning and development. Strong links with the children's next school ensure the transition is managed exceptionally well. Teachers visit the pre-school to meet the children and to observe the outstanding learning opportunities they take part in. The pre-school shares a detailed transition summary of children's achievements with these settings to ensure all children benefit from continuity in their care and learning.

### 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

|                                    |                          |
|------------------------------------|--------------------------|
| <b>Unique reference number</b>     | EY335188                 |
| <b>Local authority</b>             | Suffolk                  |
| <b>Inspection number</b>           | 862638                   |
| <b>Type of provision</b>           |                          |
| <b>Registration category</b>       | Childcare - Non-Domestic |
| <b>Age range of children</b>       | 0 - 17                   |
| <b>Total number of places</b>      | 32                       |
| <b>Number of children on roll</b>  | 68                       |
| <b>Name of provider</b>            | Velda Joan Le Cocq       |
| <b>Date of previous inspection</b> | 27/01/2011               |
| <b>Telephone number</b>            | 07845 915595             |

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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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