

Northfield Under 5s Pre-School

57 Northfield Lane, Wickersley, Rotherham, South Yorkshire, S66 2HL

Inspection date	30/10/2014
Previous inspection date	26/04/2010

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

- Children's progress is very effectively supported by the good quality of teaching and the sharply focused assessments carried out by the staff.
- Warm, nurturing relationships between staff and children give them the confidence to play and explore their environment and become active learners.
- Staff are deployed effectively to ensure children receive good levels of supervision and interaction. Children's safety is enhanced through secure procedures that identify and minimise risks to their safety in the environment.
- Methods of monitoring the provision are rigorous and ensure all requirements of the Early Years Foundation Stage are met. A robust system of supervision and coaching for staff has been established to drive continuous improvement.
- Children are effectively safeguarded through robust recruitment and vetting procedures and staff's clear understanding of their roles and responsibilities in protecting children in their care.

It is not yet outstanding because

- Partnerships with schools that children move on to are not fully developed so that children fully benefit from a shared understanding and common approach to supporting their progress.

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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 playrooms and the outside learning environment.
- The inspector held meetings with the manager of the provision and the provider.
- The inspector conducted a joint observation with the deputy 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, 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 and from information included in the pre-school's own parent survey.

Inspector

Rachael Barrett

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Full report**Information about the setting**

Northfield Under 5s Pre-School was registered in 1993 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a privately owned premises in the Wickersley area of Rotherham. The pre-school serves the local area and is accessible to all children. It operates from four rooms and there is an enclosed area available for outdoor play. The pre-school employs 14 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 3 and above. The pre-school opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 84 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 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 already good partnership with schools so that children fully benefit from a shared understanding and common approach to supporting their progress.

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

The overall quality of teaching within the pre-school is consistently good. Children are motivated and engaged in their learning because staff have developed a secure understanding of how children learn through play. The stimulating environment provides a wealth of learning opportunities that follow and extend children's own interests. As a result, children thrive, making good progress across all areas of development. The effective monitoring and training offered to staff enables them to develop high-quality teaching methods. Children's learning records provide a clear picture of each child's learning and a sharp focus on their next steps because staff effectively observe and assess children's progress regularly. Staff provide an enabling learning environment where children of all ages have activities and experiences that are carefully planned to extend individual learning. Children's learning files are consistently well kept and include photographs, observations and items of their work. The content of the records makes them highly accessible for parents. Staff share these regularly as part of their commitment to good partnerships. They effectively complete the progress check for children aged between two and three years, so that parents are aware of their progress at this stage. Parents are actively encouraged to contribute to initial assessments of their children's achievements and starting points on entry. Staff use this information to settle children and

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to plan their future learning, based on their individual needs. Staff plan and provide a wide range of activities designed to match children's learning styles.

Parents receive regular updates on children's progress, can talk to their child's key person daily and are invited to 'information sharing' evenings. Staff share with parents 'special moments' when a child has made a significant achievement in the pre-school. Likewise, parents are actively encouraged to support and share information about their child's ongoing learning at home. This information is subsequently used to further enhance the planning of activities. Staff successfully support and offer ideas to parents about how to support their child's ongoing learning at home. For example, photographs displayed around the pre-school show parents the activities children have been enjoying and offer ideas of how these can be extended at home. The well-planned and careful support of children throughout the pre-school ensures that they have both the skills and confidence that they need to be ready for school or their next stage of learning.

Resources and toys provided are of good quality and encourage children to play and explore. The enabling environments support younger children to freely choose what they want to play with. Staff successfully develop children's language for communication through their ongoing discussions and interactions. For example, staff working with the babies effectively respond to their gestures and babbling sounds and encourage them to repeat sounds, such as 'ma, ma'. Older children communicate with growing confidence, using language to describe what they are doing. For example, during a baking activity staff encourage the children to describe what they are doing throughout the activity and provide them with opportunities to think critically and develop their mathematical language. The older children have started to explore letters and sounds to support them with their early writing. All children enjoy being physically active and they are provided with appropriate challenge, according to their age and ability. The owner and staff have developed the quality of the outdoor area and developed the range of opportunities for physical play. For example, children ride pedal bicycles, play in the mud kitchen and have fun digging in the mud and sand pits.

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

Children are developing into confident, happy, self-assured individuals. This is because staff show care and consideration as they respect the individuality of each child. Children are assigned a key person who develops close links with the family to ensure the continuous exchange of relevant information. This results in children quickly settling into the pre-school as they form secure emotional attachments to their key person. Effective settling-in procedures are in place when children begin attending and they are able to make a number of visits, based on their individual needs, before staying for the whole session. Good quality information is gathered from parents, such as specific dietary needs, medication, routines and comforters. This ensures continuity in children's physical and emotional well-being. Children are well-prepared for moving rooms in the pre-school because they make visits with the key person and all information is shared between parents and staff, maintaining continuity in care and learning for each child.

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Behaviour across the pre-school is good. Staff give consistent and continual praise throughout the day to reinforce good behaviour. Children are praised for positive behaviour, such as 'good sharing' and 'good turn taking'. This gives them a clear idea of the expectations of how they should interact with one another and helps them consider others' feelings. Children learn to keep themselves safe because staff remind them to hold on to the bannister as they come down the stairs. They are becoming independent as they take themselves to the toilet and wash their own hands afterwards. Children talk about the germs they are washing away and remember they have to put on the soap and rub it in well. In addition, staff clean the tables and chairs with anti-bacterial spray and wear gloves to change young children's nappies. This shows that these healthy routines are well-embedded.

Children are learning to be active and understand the benefits of physical activity as they have access to a large, well-resourced outdoor area. They also visit the local woodland to enjoy nature walks and exploring the natural environment around them. Clear procedures ensure that the cook and staff members are aware of children's special dietary requirements, preferences and allergies. This ensures that children's needs are met and respected. Children are provided with healthy meals and snacks, freshly prepared by the cook. Parents comment that children really enjoy the food and are provided with the recipes the cook uses. Therefore, children and their families are learning about the importance of a healthy diet.

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

The owner and manager have a secure understanding of the requirements of the Early Years Foundation Stage and ensure that children are safeguarded well by ensuring that all staff have a clear knowledge and understanding of the policies and procedures and implement these effectively. All staff have received relevant training in how to identify and report children protection concerns. This means that children are effectively safeguarded and their welfare is monitored closely. Robust recruitment systems are in place to check the suitability of staff to work with children. Additionally, new members of staff follow a secure induction procedure, which includes a probationary period. Children are supervised well at all times and are protected further as ratios are maintained. There are clear and well-understood policies and procedures in place for assessing risks to children's safety. Staff ensure that all areas of the pre-school are safe and secure at all times. They make sure that security doors are locked and stair gates are closed securely throughout the day. The security of the premises prevents intruders entering the premises. Visitors are asked to provide full identification and an appropriate record of visitors is kept. Times of arrival and departure are recorded. Detailed risk assessments are regularly reviewed and adapted, as and when required and daily checks are made. This means that potential hazards are swiftly identified and dealt with immediately. As a result, children are kept safe.

The owner and manager lead a well-qualified and experienced staff team. The staff team has been reorganised to ensure that staff are deployed effectively and use their skills and expertise to support young children's learning and development. Good quality supervision,

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induction and mentoring arrangements support this further. Regular staff meetings take place, which enable staff to discuss individual children's progress and address any issues. The manager has a good understanding of her role in monitoring the delivery of the educational programmes and maintains an overview of the provision for children. She is well supported by her staff team to maintain an overview of the quality of teaching and learning provided through robust observations of each others teaching strategies. Effective systems are in place to monitor progress for each individual child and the overall group of children attending.

The manager and the staff team demonstrate a strong drive to improve the service they provide and have a clear improvement plan in place that supports children's achievements over time. For example, future developments include ongoing improvements to the outdoor area, which aim to enhance provision and further support children's development in all areas. There is very good partnership working with parents. Ongoing communication between parents and staff keeps them fully informed and included. For example, there are detailed notice boards in the entrance, daily information on boards outside the rooms, digital photographic displays and communication books to exchange information. Staff work in partnership with other settings that children attend in order to ensure that important information about their learning and development is shared. However, partnerships with schools that children move on to are not yet fully developed so that children benefit from a shared understanding and common approach to supporting their progress. Staff accurately identify training to support their own professional development. Good relationships are maintained with outside agencies and support officers. This ensures that staff can access the correct support for themselves or the children in a timely fashion when the need arises. Staff are fully committed to accessing these services, which results in children's individual needs being identified and addressed, in particular those with special educational needs and/or disabilities.

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

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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.

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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	303255
Local authority	Rotherham
Inspection number	867449
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	49
Number of children on roll	84
Name of provider	John Armstrong
Date of previous inspection	26/04/2010
Telephone number	01709 730672

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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

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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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