

Catey Pre-school

Catey Pre-School, Church Lane, Cockfield, BURY ST. EDMUNDS, Suffolk, IP30 0LA

Inspection date

Previous inspection date

18/10/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- The management team has an excellent understanding of their responsibility to meet the safeguarding and welfare requirements of the Early Years Foundation Stage and have robust systems in place to effectively promote children's safety and wellbeing.
- All staff are highly skilled and sensitive in helping children form secure emotional attachments and build their confidence, which offers a strong and secure base for their independence, exploration and learning.
- Staff have a secure knowledge of the Early Years Foundation Stage learning and development requirements, child development and how children learn. Children benefit from a rich and imaginative variety of play experiences to support them in making very good progress in all areas of learning.

It is not yet outstanding because

- Although staff are considering methods of recording the progress check for children aged between two- and three-years-old, this has yet to be implemented.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 inspector observed activities in the main playroom and in the outdoor area.
- The inspector spoke with the staff at appropriate times throughout the observations and discussed activities and children's individual capabilities with them.
- The inspector looked at information for parents and wall displays and photographs of the children's play and learning.
- The inspector looked at children's learning journeys, the 'blue books' used for information sharing and a selection of policies and children's records.
- The inspector checked evidence of the suitability and qualifications of the staff.
- The inspector reviewed the 'wow' board and learning journey sheets used by parents to share particular aspects regarding their child's learning and development.
- The inspector also took account of the views of parents through face-to-face discussions with them.

Inspector

Hazel Meadows

Full Report

Information about the setting

Catey Pre-school was originally registered in 1994 and re-registered in April 2012. It operates from dedicated premises in the grounds of Cockfield Primary School, in the village of Cockfield, Suffolk. There is ramped access to the premises and an accessible toilet is available off the main playroom. A secure, fully enclosed outdoor play area is available. The pre-school serves the local and wider area.

The pre-school opens Monday to Friday, term time only. Sessions are from 8.50am until 11.50am and 12.50pm until 3.50pm. An optional lunch club operates from 11.50am until 12.50pm. The pre-school also offers a breakfast club and after school club. Children are able to attend for a variety of sessions.

The pre-school is registered on the Early Years Register and on the compulsory part of the Childcare Register. There are currently 23 children in the early years age range on roll. The pre-school provides funded early education for eligible two-year-olds and three- and four-year-olds. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The pre-school employs four staff. The manager and deputy are trained to level 4 and are working towards level 5. Another member of staff is working towards level 3. The group is a member of the Pre-school Learning Alliance and receives support from local authority advisory staff as required.

What the setting needs to do to improve further

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

- set further challenging targets for improvement, making systematic use of self-evaluation to review the setting. For example, review and improve the room layout and implement and review a method of recording the progress check for children aged two.

Inspection judgements

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

The experienced and competent staff have a secure understanding of the seven areas of learning and of child development. They provide a rich and stimulating play and learning environment, encouraging each child to flourish. Toys and resources are readily accessible, many in picture labelled boxes, promoting children's exploration and independence and enabling them to make their own choices and initiate and extend their own ideas.

When a child starts at the setting staff discuss their particular needs with parents and invite them to complete an 'All About Me' record about their child. Staff use this information, plus their own observations, to establish each child's capabilities and starting points. This enables them to offer activities and support according to individual needs and stages of development. Observations are clearly recorded in a learning journey, supported by photographs and examples of the children's work. Clear links are made to the areas of learning and any next steps noted and transferred to weekly planning. An effective colour-coded cross-referencing system ensures that each child's development is monitored and planned for across all the areas of learning. This encourages a strong foundation in the three prime areas and promotes balanced progression towards the early learning goals. Staff are considering methods of how to record the review and summary of children's progress between the ages of two- and three-years-old.

Staff recognise and offer appropriate support where a child is making above or below average progress for their age and stage. They work closely with parents, who are encouraged to be involved with their child's learning and development. Parents are urged to regularly view their child's learning journey and to make their own contributions. Frequent dialogue is maintained between parents and their child's key person and a 'wow' board has also been introduced, and is well used by some parents, to highlight their child's achievements and development milestones.

Staff use imaginative and personal ways to help children learn more about their local community. For example, finding photographs of the children's individual homes on an internet site and printing them off alongside a map of the village. Communication and language are encouraged well by staff who listen attentively to children. Children talk freely to staff, who play alongside them and are skilled at extending conversations. They ask open-ended questions, giving children time to think and respond. Children are fully engaged at group and story times due to the staff's enthusiastic manner and effective use of props. Children later confidently retell stories to their peers, who are attentive to their efforts, using the same props in an animated and expressive way.

Children develop positive relationships with one another and are learning social skills such as turn-taking, sharing and tolerance of one another. Staff are good role models and calm and consistent in their approach. Behaviour management is minimal as the children are well occupied and staff are attentive to any minor skirmishes over toys. Clear explanations are offered to the children to help them to begin to manage their own behaviour and emotions.

Children's physical skills are very well promoted. There are activities to develop children's finer manipulative skills and most manage to pour their own drinks. Children relish playing in the well-equipped outdoor area, where they benefit from fresh air and regular exercise. They are developing skills and a sense of balance on ride-on toys and improving their coordination using balls and hoops. Children delight in the liberty of the outdoor area where they have space to run, jump and climb. They learn to calculate risk and judge their limitations and capabilities on equipment. Children's imaginative play is supported with a range of props, such as a play kitchen and dressing up clothes and diggers in the sand. Children delight in exploring a broad range of media such as paint, sand, water and play dough.

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

Children are very keen to come into the setting and enthusiastically explore the activities available. Most head straight to the well-equipped outdoor area, where they benefit from daily exercise. They enjoy a broad variety of outdoor play experiences in the pre-school garden. Staff are very attentive to children's individual needs and safety at all times, whilst offering them liberty and freedom to explore. Children learn how to calculate risk and how to keep themselves safe as they explore their environment. For example, they enthusiastically use the rope swing and climb and jump off equipment, with an appropriate level of adult supervision.

Children are well supported with their transition from home to pre-school, through the staff's sensitive approach to settling-in, which is guided by close communication with parents and by each child's individual needs. Close liaison with the adjacent and nearby schools supports smooth transitions as they move onto school. Children form close and trusting relationships with staff, who are warm and attentive to them, and they clearly feel safe and secure within the setting. Consequently, they are becoming confident and independent, developing a positive sense of self-esteem. Children are forming friendships with their peers and are being well supported in learning how to manage their own behaviour and consider others, for example, sharing, waiting their turn and listening to others.

Close liaison with parents supports children's ongoing care and well-being. Robust procedures are in place to promote children's health and safety. Children are becoming familiar with good hygiene habits through regular routines. For example, they wash their hands thoroughly before snack and after toileting, aided by pictorial prompts and reminders from staff. Nappy changing routines are scrupulous with disposable changing mats and gloves used for each child. Children's nappies are changed regularly to ensure they remain fresh and to protect their skin. A nutritious variety of healthy meals are offered which contain fresh fruit and vegetables. Children have regular access to drinks, ensuring they are well hydrated.

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

The management team has a strong commitment to high quality. This is reflected in some elements of outstanding practice regarding children's care, learning and development within the setting. Staff are highly vigilant regarding child safety and are proactive to minimise potential hazards, enabling children to explore safely and freely. The evacuation drill is practised with the children regularly to ensure they are familiar with the procedure and that it works effectively. Good adult to child ratios are maintained and staff are very well deployed, ensuring that children are well supported in their play and learning. Well written policies and procedures support children's safety and welfare. There are robust recruitment and induction procedures and all staff have attended safeguarding training. They have a secure understanding of child protection issues and understand their roles and responsibilities to protect children. The safeguarding policy is being updated to reflect additional requirements and staff are clear of procedures should they have concerns about a child.

Staff have established a culture of continual and objective reflection on practice to promote high quality. This ensures any areas for improvement are swiftly identified and promptly addressed. Staff also utilise the Ofsted self-evaluation form to help them focus and prioritise areas for improvement, for example, reviewing the layout of the playroom. Action has been taken to address the recommendation from the previous inspection by increasing opportunities for parents to share their children's achievements from home and add comments regarding their child's progress. Regular staff meetings and discussions help improve daily practice and help maintain a consistent approach. Ongoing staff development is encouraged through annual staff appraisals and support to undertake further training.

Staff have a very positive and inclusive attitude to diversity, which is reflected in their practice and policies and in some of the resources and activities available. They are proactive to ensure that important information, such as the evacuation procedure, is displayed in more than one language to help parents who have English as an additional language. They recognise and value children's individuality and also one another's skills and strengths and work extremely well as a team.

Comprehensive details are gathered about the children and written parental consents are obtained to ensure children are cared for according to their parent's wishes. Very positive and trusting partnerships are established with parents and two way communication is very well promoted. Well-presented notice boards and regular newsletters keep parents well informed about particular issues. For example, parents' attention is drawn to the revised Early Years Foundation Stage and the areas of learning by a dedicated newsletter, posters and labelled photographs of the children at play. Daily verbal dialogue is encouraged, and a communication book is exchanged between parents and key persons, regarding specific aspects of each child's learning and development. Parents' comments, received during the inspection, are very positive about the excellent communication with staff, the high quality care of their children, and the good progress they have made since attending the pre-school. The setting works in close partnership with parents and other childcare professionals to support any identified needs a child may have.

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 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

Unique reference number	EY424032
Local authority	Suffolk
Inspection number	793976
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 15
Total number of places	24
Number of children on roll	23
Name of provider	Catey Pre-School
Date of previous inspection	Not applicable
Telephone number	01284827274

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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 that are usually their 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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