

Leonard Stanley Early Years

LEONARD STANLEY C OF E PRIMARY SCHOOL, Mankley Road, Stonehouse, GL10 3LY

Inspection date

Previous inspection date

23/04/2014

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 manager and the management team have a clear vision and drive to improve provision for children and they take account of staff, parents and school views to inform this.
- Staff provide a supportive environment and children are very settled and happy and display a keen interest in learning.
- Staff make the most of every opportunity to introduce mathematical language and develop children's skills.
- Staff develop strong partnerships with parents so that there is a consistency in children's learning experiences.

It is not yet outstanding because

- Occasionally, staff miss opportunities to enhance children's understanding through more consistent use of signs and actions when talking to them.
- Some opportunities to use information, communication and technology tools, for example cameras, are missed.

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 inside and in the pre-school garden.
- The inspector spoke to staff, management and children during the inspection.
- The inspector considered a sample of documents and children's records.
- The inspector took account of parents' views through discussion.

Inspector

Lucy Waterman

Full report

Information about the setting

Leonard Stanley Early Years registered in 2013. The group operates from its own building in the grounds of Leonard Stanley Church of England Primary School near Stonehouse, Gloucestershire. The enclosed outdoor space includes a covered area and a grassed area for children's outside play. The group open each weekday on Monday and Friday from 9am to 1pm for older children. On Tuesday, Wednesday and Thursday, the group opens from 9am to 12 noon and from 12.30pm to 3pm for children aged from two years and from 9am to 3pm for 3 years old. The group is on the Early Years Register. The group supports a number of children with special educational needs and/or disabilities and a number of children learning English as an additional language. There are four members of staff working with children. Of these, all hold appropriate early years qualifications, including the play leader-manager who has gained a foundation degree in early years. The group is in receipt of funding for the provision of free early education for children aged three and four years. Operational links are in place with the onsite school, which the group is located on.

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 understanding through more consistent use of signs and actions when talking to them
- further develop children's use of information, communication and technology to extend their learning.

Inspection judgements

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

Staff provide a stimulating environment so that children have fun and enjoy themselves at the pre-school. The indoor and outdoor areas support all areas of learning and so children show a good motivation to learn. They actively take part in the carefully organised range of free-play and planned activities. Each child is allocated a key member of staff who takes responsibility for assessing their learning and planning for their ongoing development. Staff liaise with parents and find out about children's starting points through information recorded on an initial form. They maintain learning records for all children with written and photographic observations of children's achievements. Staff have embraced a new system for tracking progress in children's development and they complete regular assessments of children's progress. All children, including those with special educational needs and/or disabilities and English as an additional language, make good progress with their learning.

This is because staff know children well and plan activities to progress learning in all areas, according to each child's individual learning needs.

Staff understand how to effectively promote learning and work very well as a team to provide children with a wide variety of stimulating and interesting learning experiences. Children explore resources and activities independently and have ample time to do this. Staff sensitively use questions to challenge and extend play to further develop children's thinking and knowledge. For example, children look very closely at the woodlice and snails found under the logs outside. Staff ask children to think about similarities and differences and to observe the mini beasts with magnifying glasses. During circle times, staff effectively listen to children and encourage them to talk about their holiday experiences and family events. Staff generally use a good range of techniques including non-verbal signs and gestures to extend children's communication skills. For example, staff demonstrate the action of throwing and catching to support children learning English as an additional language. As a result, all children make good progress in their understanding and listening skills, ready for their move to school. Very occasionally, some staff miss the opportunity to use gestures to support spoken language. Children confidently count the girls and boys in the circle and some children count up to 20 and beyond. Staff challenge children by encouraging them to 'count down' when they are playing in the space ship. Staff reinforce children's understanding of size and space as they discuss the size of logs in the garden, the shapes of cutters with the play dough and how many plates they need for snack time. Staff take every opportunity to encourage children's counting, number skills and use the caf role play to introduce numerals and money to further extend children's understanding.

Children show an interest in books as they independently sit and look at books in the cosy reading area. They handle books with care, carefully turn the pages and pretend to read the story to each other. Staff foster children's interest in literature and understanding of words and numbers as they sit and share stories with them. For example, there are good displays of traditional stories, which include the children's own writing and re-telling of the stories. Staff provide books outside in the covered area so that children who prefer to learn outside also have easy access to books and reading materials. Children's personal, social and emotional development is good. They are confident and initiate their own games with their friends. Children play cooperatively as a group in the outside 'mud kitchen' and share spades and buckets. A child finds a worm and the small group talk about how to be gentle and where they can put the worm to be safe. Children show great care and concern for living things. Children competently use the computer and the remote control toys, although staff miss some opportunities to develop children's understanding. Staff involve parents in children's learning. They share information about children's development and the written progress check on children who are two years old. Staff inform parents of activities in the newsletter and on the website so they can support children by bringing in resources from home. There are very good home to pre-school liaison books, which include photographs from family holidays and events which children talk about with staff. Parents confirm they feel very involved with their child's learning and comment that they really enjoy coming in to help on the rota so that they see their children in the preschool environment.

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

Children have very good relationships with both staff and other children. They behave very well as they play with toys and activities that interest and engage them. Settling-in procedures are effective in enabling children to become familiar with staff, for example on settling visits before they start the nursery on their own. A buddy system for key staff means children can always have emotional support from a staff member should their main key person be absent. Staff know all children very well and clearly understand their needs. Children arrive and settle quickly. They show great pride when they put their work away in their trays. They have their own name cards for snack time, which helps promote their sense of belonging in the pre-school. Staff organise the environment well so children have independent access to a good variety of resources that promote learning in all areas. This helps to prepare children well for the next stages in their learning. Children are enthusiastic and move from one activity to another, developing their skills constantly as they play. They show clear understanding of the rules, which they help to write. For example, they know that there are only five children allowed on the indoor climbing frame. They count how many are in the group and decide how to take turns. Staff allow children to solve problems for themselves but are always close by to support them, if needed. Children show patience as they wait their turn to speak in the circle time and follow the positive example set by staff who listen carefully and genuinely value everything children say. Staff are quick to praise children's efforts, and they are delighted when they have a 'wow' voucher to celebrate success. Children comment enthusiastically that they 'could have a wow voucher' when they succeed at a task such as threading laces into their shoes. This effectively improves their self-esteem.

Children develop a good understanding of safety and a healthy lifestyle. Children understand and follow routine good hygiene procedures as they wash their hands before sitting together in their key groups for a snack. Staff ensure children wash their hands after playing outside and looking under the logs. The pre-school provides children with a healthy variety of vegetables and fruit and children talk about healthy food as they eat their snacks. Children take responsibility for their things and show independence as they put their cup and plate on the side when they have finished their snack. Staff encourage children to be independent by allowing them to pour their own drink at snack time.

Children thoroughly enjoy the regular opportunities to engage in active play in the garden and playground. Very close links with the school provide children with opportunities to take part in physical education lessons to further challenge and extend their physical skills by moving in different ways. Children learn to keep themselves safe as they work with staff to move large logs and to make their own constructions with crates. Children are prepared extremely well for their move to school as they take part in regular visits and the teachers from school also visit the preschool. Parents speak highly of the preschool. They comment that staff are 'approachable' and especially value the very close links between the preschool and the school.

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

The leadership and management of the pre-school are strong. The manager has a good understanding of her responsibilities in meeting the learning and development and safeguarding and welfare requirements of the Early Years Foundation Stage. Recruitment procedures are robust and involve the school governors and the head teacher. All staff are vetted, and very good induction processes are in place to support new staff members. The manager fully supports continuing professional development for staff with recent training covering areas such as the outdoor environment. The training develops staff knowledge of how they can improve practice within the preschool. For example, staff have improved the outside area to ensure that it covers all areas of learning and to make it accessible throughout the year.

Staff are kind, caring and enthusiastic and provide a happy, welcoming environment where children are valued. Safety checks of the pre-school environment are undertaken daily, together with risk assessments for outings. These allow children to play safely. Staff have a secure understanding of the procedures to follow with any safeguarding concerns and detailed policies are regularly reviewed to ensure consistency in the pre-school's practice. Partnerships with parents and others involved in children's care and education are good. Children benefit significantly from these positive partnerships as they promote a consistent approach to meeting children's individual needs. The preschool shares information in a number of different ways, for example, through discussion, regular newsletters, website, home-preschool books and displays. Staff are proactive in discussing children's progress and development when parents attend to help on the 'rota'. The parent rota system works extremely well. It gives parents and carers a first-hand chance to watch their children at play and mixing with others, and to understand the pre-school's work.

The manager has a clear vision of how she would like the preschool to develop and has been proactive in evaluating practice and driving forward improvements. She monitors children's learning records, and works very closely with the early years coordinator in the school to identify areas for improvement. She includes all staff in evaluating their own performance and the practice throughout the preschool. As a result, she has introduced improved record-keeping systems. The manager gathers and analyses data, which clearly identifies any gaps in learning so that measures are quickly taken to address them. Improvement plans for the pre-school have been written and include the introduction of parents' evenings for those who work to further improve the good relationship with parents. Consequently, the pre-school staff prepare all children here well for their future lives and learning.

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. It will be monitored and inspected within twelve months of the date of this 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		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	EY466777
Local authority	Gloucestershire
Inspection number	937502
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	22
Number of children on roll	43
Name of provider	Leonard Stanley C of E Primary School
Date of previous inspection	not applicable
Telephone number	01453 827681

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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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