

Stampers Pre-School at Stamfordham First School

Stamfordham First School, STAMFORDHAM, Newcastle-Upon-Tyne, NE18 0NA

Inspection date	18/03/2014
Previous inspection date	19/09/2008

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 enjoy positive and warm relationships with caring staff. Key persons know children well because they work very closely with parents and other professionals. As a result, all children settle well and engage quickly in purposeful play.
- All children are treated as individuals, their interests form the basis of planning and their individual needs are met well. This means that children are valued and have good levels of self-esteem and confidence.
- Teaching is good because all staff encourage children to solve problems by thinking through possible solutions. Consequently, children make good progress.
- The manager and staff members strive to continually improve the pre-school through effective evaluation and a commitment to training. This benefits the experiences children have in the pre-school.

It is not yet outstanding because

- The sharing of children's identified next steps amongst staff is not always robust to ensure children's learning can be fully enhanced at all times
- There is scope to improve opportunities for children to access further resources to learn about living things as they play outside, for example, magnifying glasses.

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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.

Inspection activities

- The inspector observed activities taking place in both of the pre-school rooms and the outdoor play area and conducted a joint observation with the manager.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector took account of the views of parents through discussion.
- The inspector held meetings with the manager and spoke to staff members during the inspection.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.

Inspector

Julie Morrison

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Full report**Information about the setting**

Stampers Pre-School at Stamfordham First School was opened in 1979 and has been registered since 2008 on the Early Years Register. It is situated in Stamfordham First School, and is managed by a management committee. The pre-school serves the local area and is accessible to all children. It operates from two rooms 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 3, and the manager holds Early Years Professional Status. The pre-school opens Monday to Friday term time only. Sessions are Monday 9am until 12.30pm and Tuesday to Friday from 9am until 3pm. Children attend for a variety of sessions. There are currently 29 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 further improve the quality of the early years provision the provider should:**

- consider ways to more effectively share information about children's identified next steps among staff to enable them to optimise children's learning at all times
- enhance opportunities for children to further learn about living things by improving consistent access to resources, such as magnifying glasses in the outdoor area.

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

The staff and manager have a secure understanding of the benefits of play and how children learn and develop. Staff continually support children to make good progress because they know their key children very well, including their interests and next steps in learning. However, sometimes staff rely too much on remembering this information as it is not consistently included in children's learning journals. The manager has introduced a learning intentions sheet to address this, however, at present, this is not consistently in place for the majority of children. This does not support children to make the best progress they can when their key person is not present. Staff work very closely with parents from the start to obtain information about what children are interested in and what they can do. This information is used effectively alongside initial observations of children to identify their starting points in learning. In addition, ongoing assessments are in place to accurately track the progress children are making and use this information to

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ensure that all children, including those with special educational needs and/or disabilities, make consistently good progress in relation to their starting points. This helps to prepare children for the next stage in their learning at school.

Staff follow children's interests well. For example, they obtain further dinosaur resources following a number of children showing an interest in this area and use this theme to extend learning in all areas. For example, the children sit independently and animatedly talk about dinosaurs in books with their friends. They show that they understand that print carries meaning and hold the books correctly, turning the pages as they discuss what is happening on each page. Staff continue this theme into the outdoor play area, for example, as children play in the sand they encourage them to search for dinosaur eggs. Staff extend their vocabulary well as they encourage them to describe how the sand feels and talk about what the eggs look like. Staff use successful communication and language tools to support children with special educational needs and/or disabilities. For example, a 'Pragmatic Organisation Dynamic Display' system and the use of Makaton supports children to be able to communicate what activities they would like to take part in. This is supported successfully as the key person clearly names the activities which are selected, reinforcing communication and language skills. Children have lots of good opportunities to develop their fine motor skills, for example, they hold pencils to draw around dinosaur stencils and use scissors, paint brushes and glue sticks throughout a wide range of creative activities. Children with special educational needs and/or disabilities are fully included in all of the activities. For example, staff support them to develop their fine motor skills as they give them large pegs which they pretend to be crocodiles, squeezing them together as they join in with the other children as they search through the sand for eggs.

The quality of teaching is consistently good and at times very good, within the pre-school. This is because staff have a very good understanding of the importance of encouraging children to speculate and test ideas through trial and error. For example, as children attempt to cut fruit and cheese at snack time, staff give them time to explore how to do this, encouraging them to try both sides of the knife to see which works best. They introduce new words to children as they play, for example, as children fill water containers they introduce words, such as 'right' and 'left' as they turn the tap, encouraging children to explore for themselves what happens when they turn it different ways. This results in children who are active and enthusiastic learners and prepares them well for school. Children have good opportunities to learn about the world in which they live. For example, following an exploratory walk in their village, they look at maps to identify local rivers and design their own local map. However, there is scope to enhance opportunities for children to be able to consistently access resources for them to explore the natural world in the outdoor play area, such as magnifying glasses, to look at spiders that they find. Children develop their counting skills well, for example, through circle time where they sing counting rhymes and count how many children are present. This also teaches older children to listen to instructions and be attentive in preparation for starting school. Staff further develop children's interest in numbers and measuring as they use meter rulers to measure various items in the outdoor play area. Partnerships with parents are very strong and parents speak very highly about the 'excellent pre-school and staff'. They are fully included in their child's learning, for example, they attend parents' mornings to discuss the Early Years Foundation Stage and transitions into the school. Regular parents' evenings and an open door policy means that parents are kept well informed about their child's

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development. In addition, informative newsletters provide information about the 'number of the week' and planned activities. This allows parents to continue children's learning at home if they wish.

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

The small, caring and friendly staff team understand their role as key person well. They work closely with parents to settle children, discussing their likes and dislikes and meet with other agencies to ensure that they have a secure understanding of any additional needs that children may have. This effectively promotes children's well-being. Staff have formed strong bonds with the children, who approach them and visitors confidently to engage them in their play or ask for their support. This shows that they feel safe and secure in the pre-school and provides children with a secure base to learn and develop from. The pre-school at times shares its outdoor play area with the children from the adjoining reception class. This provides children with good opportunities to become familiar with the teachers, in addition children are able to easily access the reception class to attend story time or planned activities. This supports a smooth transition into school.

The pre-school environment is warm, friendly and inviting for children. It is bright and stimulating, giving children a good variety of choice. The walls display colourful examples of their work and photographs of the children and their pets. Staff show they value the children's work at the pre-school and at home as they display stories from home and information about what they have done over the holidays. This supports children to develop a strong sense of belonging at the pre-school. Behaviour is managed in a positive way and, as a result, children are well behaved and learn good social skills, for example, children help each other to put their coats and hats on for outdoor play. Staff are calm, reassuring and give children lots of praise and clear explanations about expected behaviour, consequently, children's behaviour is good and their self-esteem is high.

Children are becoming competent at managing their personal needs relative to their ages. For example, children appropriately help themselves to tissues and wash their hands prior to meals. Children help themselves to drinks when thirsty and help to cut their own fruit for snack. Older children independently go to the toilet and put on their coats and wellingtons before they play outside. Staff are patient as they take time to support children with special educational needs and/or disabilities to develop their own self-care skills, for example, encouraging them to help to take off their own shoes or put on their hat. Staff are aware of each child's individual health or dietary needs and maintain clear records, policies and procedures to ensure that these are addressed appropriately. Children have good opportunities to be physical. Outside they are able to run, ride and climb while indoors they enjoy group movement and singing sessions with 'Music Margaret', a local visitor. Children have excellent opportunities to gain a high level of awareness of how to keep safe. For example, staff involve children in the risk assessment prior to going outside. Children respond enthusiastically exclaiming that the gates must be checked to make sure no one can get out. Selected children take responsibility to check the gates alongside staff and confidently report back to the group that it is safe go out. Staff also effectively use resources, such as 'Ben', a doll who is used to highlight other dangers to children. For example, a photographic display shows the dangers Ben

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encountered when accompanying the manager on a camping trip and how these can be minimised, such as not sitting too close to the fire. As a result, children learn to understand and manage risks effectively.

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

The management team and staff have a good awareness of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Written risk assessments, which are regularly reviewed alongside daily checks, help staff to keep the pre-school safe and suitable for children. Robust recruitment and vetting, followed by a clear induction procedure, ensure that staff are suitable to work with children and understand their roles. Arrangements for safeguarding children within the pre-school and through working with outside agencies is very good. All staff have a clear awareness of child protection and procedures to follow if they had a concern about a child. This is because all but the newest member of staff have attended relevant training.

The experienced and well-qualified manager monitors the educational programme effectively, helping children to make good progress. She meets with the staff team weekly to discuss children's ongoing learning and interests and uses this to inform the weekly planning. Ongoing assessments of children's progress, including those for children aged two years, along with an online system ensures that any gaps in the educational programme or children's learning are quickly identified, and if appropriate early intervention sought. Annual appraisals and peer-to-peer observations effectively identify staffs' personal and professional objectives. For example, staff have recently attended training in behaviour management and one-to-one training from portage to ensure that they have a good understanding of how to meet the needs of children with special educational needs and/or disabilities.

Self-evaluation is ongoing. The manager works closely with the staff team, management committee and local authority to identify the strengths of the pre-school and where improvements are needed. Staff reflect and discuss issues at team meetings and actions arising from these are clearly identified in the pre-school's action plan. Although, the setting was under a different manager at the time, the recommendations raised at the previous inspection have been addressed. This has led to improved supervision and appraisal systems to effectively monitor and support staffs' professional development. Annual questionnaires are provided to parents to obtain their feedback along with informal chats, for example, at coffee mornings. In addition, parents are kept fully up to date about the setting as they receive regular newsletters, updated policies and important information is clearly displayed on the parents' noticeboard. The setting works extremely closely with multiagency professionals and other providers. For example, occupational therapy, portage and speech and language workers regularly meet at the setting to discuss children's individual needs. Consequently, children are supported very well in their care and education.

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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. 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.

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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	EY367890
Local authority	Northumberland
Inspection number	857866
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	29
Name of provider	Stampers Pre-School Committee
Date of previous inspection	19/09/2008
Telephone number	01661 855000

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Type of provision

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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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