

Thomas Estley Pre-School and Out of School Club

Thomas Estley Community College, Station Road, Broughton Astley, LEICESTER, LE9 6PT

Inspection date	22/05/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	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

- Safeguarding of children is outstanding because staff know the procedures and the policy is in place, reviewed and updated regularly. Safety is maintained because the premises are secure with very effective systems and staff are vigilant regarding access.
- Staff have an excellent knowledge of how children learn in a rich vibrant environment. Precise assessments and planning for individual children enable them to make rapid progress in all areas of their development. Children are highly confident and show an excellent level of independence for their age.
- Children develop excellent relationships at every level with adults and their peers. A range of positive methods help them to understand appropriate behaviour with clear explanations, praise and encouragement. As a result, children know what is expected of them, behave extremely well and develop awareness of how their behaviour affects others.
- Partnerships with other professionals are highly effective in providing for children's needs. Children make excellent progress and transitions in and out of the pre-school are exceptionally well-organised to promote continuity of care and learning.
- Monitoring of all aspects of practice to inform continuous improvement is rigorous, leading to exceptional practice that is worthy of dissemination to other settings.

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 throughout the pre-school in both indoor and outdoor spaces.
- The inspector spoke with the nominated person, the manager and staff at appropriate times throughout the inspection.
- The inspector looked at documentation including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took into account the views of parents and children through discussion and from written questionnaires sent out by the pre-school and out of school care.
- The inspector conducted a tour of the premises during the inspection.
- The inspector conducted a joint observation with the manager to assess and discuss staff working practice.

Inspector

Patricia Bowler

Full Report

Information about the setting

Thomas Estley Pre-School and Out of School Club was originally registered in 1980 and re-opened in 2012. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built premises within Thomas Estley Community College in Broughton Astley, Leicestershire and is managed by the college. The setting serves the local area and is accessible to all children. It operates from a main room and extended facilities within the college. There is a fully enclosed area available for outdoor play and extended use of the college grounds.

The setting employs 13 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 2 and 3, including one staff member who is working towards a degree qualification.

The pre-school opens Monday to Friday, term time only. Sessions are from 9am until 3.05pm except for Wednesdays when it opens from 12.05pm until 3.05pm to facilitate a parent and toddler session during the morning. Children attend for a variety of sessions. There are currently 61 children attending who are in the early years age group. The Out of School provision opens from 7.45am until 9am and 3pm until 6pm during term time and for one week during the summer holiday period. The pre-school provides funded early education for 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:

- develop further the area of understanding of the world, for example, by providing opportunities for children to plant and tend produce to learn about the process of growing.

Inspection judgements

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

Children make significant progress in their learning given their starting points and capabilities because they receive highly individualised levels of support. Staff have excellent knowledge and understanding of how children learn. Children show high levels of confidence and curiosity in the highly stimulating learning environment where they enjoy exciting activities to motivate their thinking and allow them to steer their own play. Planning is tailored to children's interests as staff listen and respond to their ideas.

Children are challenged effectively to ensure that they reach the next steps in their learning and staff are sensitive when deciding when to interact and when to value their independent play. Children are supported well as they explore and investigate and staff encourage them to find out things for themselves. As a result, children are enthusiastic in their play and make excellent progress from their starting points.

Continuous play provision enables children to act out familiar routines in role play areas. These are effectively resourced with note paper and writing materials to encourage early writing skills. Staff are skilled in providing activities to meet different learning styles. For example, when noting a lack of interest by boys, messy play activities including shaving foam and chalking on outdoor walls entice them to mark, make, create patterns and acquire skills through different ways. This has resulted in most children beginning to form recognisable letters when they write their names to identify their creative art work. Children learn about technology through the use of the touch screen computer. A group of children giggle as they access a colouring programme delighting in the sounds they create as they progress through the programme. Cameras, torches and magnifying glasses further promote children's progress in this area of learning. Literacy is a key feature. Children have their own dedicated area in the college library, which they visit every two weeks to choose books to take home. In partnership with the college, students plan and deliver activities for children. This includes reading interactive stories from books which they have made. Children really enjoy the library sessions especially as the librarian is also a member of the staff team. They are proud of their book bags, which also contain information to parents about how they can support children's progress in literacy at home.

Children model with dough using a range of tools skilfully. They practise with scissors to cut 'hair' which is forced through moulds and cut-out shapes naming these and counting as they place 'cakes' in baking trays. Staff use open-ended questions to encourage children to describe their play, resulting in conversations about favourite foods, where these are purchased and how they affect their growth and development.

Great excitement is shared as children anticipate visiting lambs and chickens in the college grounds. They put on coats, persevering to fasten zips and buttons with growing independence and walk in pairs through the college. They reply politely to college staff along the way eagerly informing them of where they are going. Children enter the pen where two black lambs are cared for. 'They are like baa baa black sheep', they declare. Having listened to staff that the lambs are only babies and may be scared, children show great concern and speak in hushed voices. They stroke the lambs who they describe as 'feeling like my teddy bear.' Children delight in awe and wonder as they take turns to feed the lambs using feeding bottles, giggling at the sucking noises and the speed with which they drain the bottles. Four chickens are in a separate coop. Children identify them by their photographs, making visual connections and laughing at the names they have been given. Children will have the pleasure in naming the lambs and suggestions quickly arise including 'Jess, like the cat' from a favourite television programme.

Teaching is very effective because staff communicate with parents to obtain information, when children start, on what their child already knows and can do. This provides a valuable starting point for children's learning and development. Parents' views are valued through regular questionnaires and there are opportunities to share information about

learning at home, especially when they arrive and collect their children. Children and parents access 'learning journeys' freely and add to these with photographs and achievements at home to form a combined record of children's progress. School readiness is a key feature and children learn to express their feelings, use good manners and make decisions about their play.

Children attending the out of school provision play an active role, setting their own rules and taking responsibility for organising and planning their activities. When new carpet was proposed for the main room they selected their preferred choice from a range of samples. The most popular option was selected, resulting in their views being valued and securing a sense of ownership and belonging.

Staff observe and assess children systematically and maintain meticulous written and photographic records of individual achievements. Their learning, thoughts and conversations are skilfully recorded by staff, whose attention is not distracted from activities, as they remain fully engaged with children. Children's next steps in learning are precisely identified and purposefully incorporated into activities.

A group learning journey is completed for children in the Early Years Foundation Stage attending the out of school care. This supports learning that takes place at school and staff share information to be included in their individual records maintained at school.

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

Children are supported extremely well in the transition from home to pre-school in a manner sensitive to their different needs and those of parents. Detailed documents ensure relevant information is recorded so that individual needs are recognised and met extremely well. Children's personal, social and emotional development is given high priority so that children develop high levels of confidence and self-esteem to become independent learners eager to experiment and explore. Children are settled, happy and confident in managing themselves and organising their play. Staff recognise children for their uniqueness and the skills they bring with them from home. Staff encourage children to play cooperatively, learning to consider others by sharing and taking turns. Behaviour is consistently managed with a sensitive use of praise and encouragement in order to boost children's self-esteem and acknowledge their developing understanding. Consequently, the relationship between each child, their key person, other members of staff and their peers, is excellent.

Staff support children very well in managing their own hygiene and personal needs. They access the associated facilities as they require. Picture prompts remind them to wash their hands although children are knowledgeable of reasons to 'get rid of germs to keep us healthy.' Their health is promoted because healthy snacks and accessible drinks are provided. Children are very adept at recognising their needs. They help themselves to water or juice to quench their thirst. Parents provide packed lunches for children attending all day. The pre-school are proactive in promoting healthy options through information in the prospectus and reminders in regular newsletters. The pre-school operates a nut free policy to minimise any allergic reactions and are vigilant to maintain children's safety if

they have specific dietary needs. Staff bring packed lunches which they eat with children to act as positive role models. Lunch time is a social occasion and children eat well, clear and tidy away, developing essential skills in readiness for their transition to school.

The environment is safe, warm and welcoming and children learn how to keep themselves safe. For example, they learn to use steps holding onto handrails as they move within the college to access the library and outdoor areas. Staff are vigilant in supervising children who remind each other to talk quietly 'because the big children are learning their lessons.' Children have developed safety awareness through visits from people in the community. They recall visits from the fire and police departments who arrived in vehicles which they were able to explore. This helps to extend children's awareness of safety issues at home and safe people to approach in times of need.

Children enjoy outdoor play in a small enclosed area. There is scope to develop this area to enhance opportunities for children to plant and tend produce to learn about the growing process. Children have use of the extensive college grounds including enclosed courts and the playing fields to experience physical activities. Children run the length of the field, some stopping to pick buttercups and daisies and walk with staff as they announce 'I'm puffed out.' They take great delight in rolling down a slope laughing and giggling as they repeat this action several times. Children also have access to the college gymnasium to further enhance skills in physical development using indoor equipment. Children attending after school engage in a space hopper relay, counting how long it takes each competitor to complete a circular route before handing to the next person. They cheer each other on thoroughly enjoying this fun activity. College students organise an annual sports day for the pre-school and out of school care to which families and friends are invited. At all times children are able to participate in active play and quiet relaxation as they choose. Comfortable areas with soft furnishings enable children to sit quietly, rest or access a wide and varied range of books. The environment is rich in written text, posters and resources to promote positive images of difference and diversity including dual language books. Activities include traditions, customs and festivals to develop an awareness of the wider world.

Children are very well-prepared for the next stage of their learning and transitions to school because secure relationships are established. Staff liaise with reception class teachers and produce a detailed summary of children's development levels. Staff consistently meet the care needs of each child in the group and respond sensitively to them as individuals. Behaviour is consistently managed with positive reinforcement in order to boost children's self-esteem. Children's well-being is addressed extremely well and parents are provided with clear detail on staff practice in policies on safety, illness and accidents.

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

Children are cared for by qualified and experienced staff. Most have attended training in safeguarding and are acutely aware of their responsibilities to protect children from abuse and neglect. They are secure in their knowledge of the reporting procedures including

those for concerns they have regarding any adult caring for children. Parents are aware of the safeguarding policy and the Leicestershire Safeguarding Children Board procedures are accessible to them.

Staff are highly valued practitioners within the college. Procedures for recruitment, selection and induction are excellent. Robust vetting procedures are established and staff are required to declare any issues which may affect their ongoing suitability. Processes for staff supervision, performance management, training and ongoing professional development are highly successful in maintaining the exceptional level of care provided. The vice-principal of the Community College, acting in her role as the nominated person, places high priority on the pre-school, supporting the excellent start provided for children in their early education. A strong focus lies in a play based curriculum where children learn through experimentation and exploration and a 'have a go' ethos. As a result, children make rapid and sustained progress in all areas of their development. Meticulous analysis of information gained from robust assessments of children's progress identifies where the most significant gains are made and where focus needs to be prioritised. For example, data from analysis in April 2013 indicates significant gains in children's communication and language skills and in their personal, social and emotional development. Acting on previous data, which highlighted lower than expected achievement levels, the pre-school introduced social and communication groups where children meet in small numbers to focus on skills in these areas through planned activities. As a result, boosted confidence and self-esteem has increased children's ability to grow in their independence skills, develop a wider vocabulary and build secure relationships with staff and peers.

Children and parents are supported exceptionally well in preparation for their start at pre-school. A highly successful and well-attended parent and toddler session operates on one morning each week run by staff. This is accessible to all in the local community and includes many of the children due to attend. Parents and children have opportunities to become familiar with the environment and staff begin to build secure relationships which help with the transition into pre-school. The partnership continues when children start, ensuring that staff work effectively to meet their differing needs. In discussion with individual parents, both at the parent and toddler session and those whose children attend pre-school, they feel they can approach staff at any time. They acknowledge their involvement through daily verbal contact, written questionnaires and regular opportunities to share children's progress and development. They speak exceptionally highly about the committed, professional and caring attributes of the staff team. The pre-school works effectively with others, such as, health professionals and specialist workers. Individual plans target specific needs and, as a consequence, robust systems support any health requirements and the identification and inclusion of any child with special educational needs and/or disabilities.

Comprehensive policies and procedures work highly effectively in line with current legislation. Consequently, children's health and safety is protected extremely well. Staff are fully aware of their responsibilities with regard to supervising the children in their care because they are deployed effectively to maintain extremely safe levels of care both indoors and outdoors. Robust procedures are established for the safe transfer of children to and from the out of school provision. Additional staff are employed along with a qualified manager. However, staff across both provisions work as bank staff so are well-

known to children providing continuity and consistency of care when children move on in their education. Excellent relationships are established with local schools to support transition and also sustain learning and development for children within the Early Years Foundation Stage.

The pre-school strives for continued quality through methodical, systematic and inclusive self-evaluation. The views of children, parents and staff serve to identify strengths and drive improvement.

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	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 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 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	EY455128
Local authority	Leicestershire
Inspection number	891029
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	45
Number of children on roll	61
Name of provider	Thomas Estley Community College
Date of previous inspection	not applicable
Telephone number	01455 283 263

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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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