

Lickhill Pre-School

LICKHILL PRIMARY SCHOOL, Almond Way, STOURPORT ON SEVERN, DY13 8UA

Inspection date

Previous inspection date

30/01/2014

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	1
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 really enjoy being at pre-school. They thrive in the most stimulating surroundings and form strong bonds with the adults working with them. Staff are positive role models, encouraging children to be eager, focused, and imaginative learners.
- Staff are highly successful in preparing children socially and emotionally for the next stage in their learning. They adeptly help children to be confident, independent and to relate well to others.
- Highly effective partnerships with parents, the school, and other agencies and providers make a significant contribution to the managers' and staff's success in meeting children's care, learning and development needs.

It is not yet outstanding because

- There is scope to strengthen monitoring of the educational programme in order to more rigorously follow up children's next steps in the planning of future activities.
- Staff do not always maximise the use of a wealth of resources to extend children's ideas and to enhance their spontaneous learning.

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 in the pre-school room, the practical indoor play area and the outside play area.
- The inspector and manager conducted a joint observation.
- The inspector held meetings with the head of school and the managers of the pre-school.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of staff's suitability and of their qualifications.
- The inspector read and discussed the pre-school's self-evaluation form and improvement plans.
- The inspector looked at a sample of records and policies relating to children's welfare, health and safety.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in a recent parent survey.

Inspector

Rachel Wyatt

Full report

Information about the setting

Lickhill Pre-School originally opened in 2010 and opened under its current owners in 2013 when the school changed to Academy status. The pre-school is run by the governors of Lickhill Primary school and is registered on the Early Years Register. It operates from rooms within the main school building and children use other areas of the school, including enclosed outdoor play areas.

The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. One member of staff is working towards an appropriate level 2 qualification. The pre-school is open each weekday from 9am to 3pm during school term times. Children can attend for a variety of sessions.

There are currently 43 children aged from two to four on roll who are all within the early years age range. 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. There are very close links with the main school and pre-school children are involved in school activities, such as taking part in weekly Forest School sessions and themed activities.

What the setting needs to do to improve further

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

- strengthen monitoring of the educational programme by rigorously following up gaps in children's learning in the planning of future activities in order to strongly improve the achievement of all children over a sustained period of time
- maximise the use of a wealth of resources in order to consistently extend children's ideas and to enhance their spontaneous learning.

Inspection judgements

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

Children are enthusiastic and purposeful learners. They are keen to join in the rewarding activities which increasingly reflect their next steps and, in particular, their interests. These activities, a wealth of stimulating resources and the staff's evident enthusiasm all capture children's interest. They confidently decide what to do, clearly understand when they need to listen attentively, and often show high levels of involvement whether learning alone or with others. Staff plan and organise plenty of experiences which promote children's active

learning and foster their imagination and exploration. They help them to choose different resources and equipment to extend their ideas and to find out how things react, for example, during water and sand play. However, occasionally some activities lack challenge as resources are not used as well as they could be. For instance, a small group of children's unplanned and initially lively role play as 'builders' peters out because they lack an adult's input and the additional resources to help them to extend the scenario.

In other respects, staff interact well with children. Their enthusiasm and involvement inspires children to be effective learners in readiness for school. During free play and planned activities staff are as eager as the children to take part. For instance, everyone has a wonderful time outside on a rather damp grey day, jumping in puddles, clambering up slopes and playing with balls and hoops. The staff become as muddy as the children. Everyone is confident and relaxed about getting messy because the staff ensure children dress in wet weather gear and they calmly manage the clean-up operation afterwards. Children have a lot of fun as sessions are rewarding and well-managed, offering them a good balance free choice and more adult-directed activities. This includes times when everyone comes together for a discussion, story or songs. These group times really help children to be attentive, to take turns in speaking and to learn effectively with others.

Staff ably foster children's communication skills. There is a consistent buzz of conversation and staff chat easily to children, helping them to be increasingly confident and articulate. For example, during morning snack time children and staff sit together at three tables and their discussions are wide ranging and lively. They talk about events at home, including pantomimes they have been to; the activities they have taken part in that morning, and they recall past events, such as gardening at pre-school. Staff skilfully question children to promote their thinking, to check their understanding and to extend their ideas and vocabulary. For example, during stories they encourage children to talk about the characters and to recall features of the plot. From their observations of and interactions with children, staff promptly identify children who need additional support to develop their understanding and/or their speech and language. Strong links between the pre-school, the school and other external agencies result in prompt, accurate assessments and clearly defined strategies to support these children's progress.

Staff consistently promote children's literacy and numeracy skills. For example, physical activities and manipulative play help children to develop the coordination and control needed when using pencils, crayons and pens. Staff encourage them to recognise letters and sounds and many children confidently identify their names on labels, for instance, during self-registration and when finding their coats. Children love painting, drawing and making marks. They eagerly label their work and many are forming recognisable letters. Children enjoy looking at books and listen attentively to stories, including visual presentations on the whiteboard. They like 'reading' to their friends and make up their own imaginative stories.

Staff provide regular opportunities for children to count and to recognise numbers. During registration time, they count the numbers of children present and they comment that there are different numbers of boys and girls. Staff consistently use mathematical language in context to help children to understand about quantity, shape and size. Children enjoy practical opportunities to explore these concepts. For instance, they

measure and compare the height of each child and the staff. During large scale construction play they talk about the different shapes they have made.

Parents and carers feel fully involved in their children's learning and development. When their child starts at pre-school they are encouraged to tell staff about his/her abilities and interests. This helps staff to assess each child's starting points and to plan effectively for these. Thereafter, parents really appreciate having daily feedback about their child's activities and achievements. They particularly enjoy reading and contributing to their child's communication book. Parents have opportunities for more formal discussions about their child's progress at parents' evenings and when staff complete progress checks for two-year-olds. In addition to planning for children's next steps, staff regularly focus their planning on children's special interests or significant events in their lives such as the birth of sibling or a forthcoming holiday. Families welcome opportunities to contribute to their child's 'focus child learning journal' and to follow up ideas for their learning at home or at pre-school. Children also borrow books to take home and parents contribute resources or help with activities.

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

Children thrive and are really happy and settled at this welcoming pre-school. Their care, health and dietary needs are fully understood and carefully met by staff in partnership with parents and other agencies. Staff are highly effective in ensuring children settle well and develop a real sense of belonging in inviting, child-friendly surroundings. They tailor settling-in sessions to cater for new children's needs, and priority is given to ensuring every child feels valued and included. Staff are kind and approachable. They sensitively reassure children and their enthusiasm inspires children to join in, have fun and persevere. Staff and children develop close attachments so that children feel confident to seek help and express their views, and adults are receptive and responsive to children's differing characteristics and reactions.

Staff expertly help children to be emotionally and socially ready for school. The pre-school is part of the school's early years unit so on a daily basis young children benefit from sharing activities and facilities with children in the Reception Class. As a result, they are very familiar with many areas of the school and different aspects of school life by the time they start full-time education. In addition, staff are highly effective in fostering children's independence and positive relationships so they grow in confidence and are outgoing, sociable and very self-assured. During sessions, staff provide many opportunities for children to be both independent and to cooperate with others. For example, when it is time to tidy away toys everyone comes together to discuss and allocate tasks which the children then complete conscientiously and enthusiastically. During whole group activities and discussions, children confidently talk to the others or help a member of staff with a small task.

Children behave very well. Staff give them clear boundaries, encourage their sharing and taking turns, and make sure they know what is happening next. Staff consistently encourage and praise children's efforts, recognise their achievements and respond to their

concerns. They sensitively support children who find it more difficult to relate to others. As a result, children feel valued, they know they are listened to and they understand what is expected of them. Children form friendships and become increasingly aware of each other's needs because staff create many opportunities for them to socialise, and to share their 'news' and information about their families. Staff extend children's awareness of the lives and beliefs of others, for instance, as part of their current focus on Chinese New Year.

Managers and staff are conscientious and highly effective in creating a secure, safe and healthy environment for children. They implement robust safety procedures to ensure risks are thoroughly assessed and hazards promptly addressed. Adults really help children to recognise risks and to behave safely and sensibly, for instance, during Forest School activities, while they handle tools and equipment and when they efficiently tidy up toys and equipment at the end of sessions. Children learn about other aspects of safety, for instance, during regular emergency evacuation drills.

Staff ably promote children's growing independence in seeing to their self-care and foster their sound understanding of the importance of a healthy lifestyle. For instance, through well-managed routines and with staff's sensitive guidance, children become confident in going to the toilet and washing and drying their hands by themselves. They enjoy eating fruit at snack time and have lively discussions with the staff about foods and drinks which are good for them. When children get ready for outdoor activities staff show them how to put on coats and do up fastenings by themselves. They talk to children about why they wear different clothing to take account of the temperature and weather conditions. Children thoroughly enjoy being outside. They are physically active and move confidently, showing good balance and control. Taking part in weekly Forest School sessions offers children further physical challenges and enhances their appreciation of their natural surroundings.

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

The executive head, head of school, and everyone else working with and in the pre-school are highly motivated about ensuring children thrive, enjoy learning and progress well in stimulating surroundings. Well-established staff performance, development and training procedures help the new pre-school manager and her team to develop their knowledge and to be confident about their roles and responsibilities. These include opportunities to work closely with other early years colleagues in the school and the executive head and the head of school discuss and moderate their assessments and planning. These strategies underpin the good quality teaching in the pre-school and have helped staff to raise standards in pre-school children's attainment on entry into full-time education.

Increasingly robust monitoring and evaluation procedures underpin the executive head's, managers' and staff's commitment to ensuring children and families access a high quality early years provision. This includes seeking and acting on parents' feedback, for instance, about the effectiveness of settling-in procedures. Children's views and interests are central

to the planning and organisation of activities, for example, through the use of 'focus child learning journals'. The executive head and pre-school manager welcome and act on the local authority early years improvement adviser's support and guidance. For example, they have worked with her and the school's early years staff to embed regular comprehensive monitoring and tracking of each child's progress. As a result, gaps in children's learning are clearly identified but there is scope for staff to more rigorously follow these up in the planning of future activities in order to strongly improve the achievement of all children.

In other respects, highly effective partnerships with parents, the school and other agencies make a significant contribution to the manager's and staff's success in accurately assessing and meeting children's needs. For example, parents feel fully informed about their children's care, activities and achievements and appreciate being able to actively contribute to their children's learning at pre-school and at home. Close links with the school ensure consistency in staff's planning for children, and enable them to access additional expertise and support for children's specific learning and development needs. Pre-school children also make smooth transitions into full-time education because they are used to mixing and learning with children in Reception and are very familiar with the school environment. Exemplary partnerships with other agencies ensure very well-targeted support, including specialised equipment, for children with special educational needs and/or disabilities. Pre-school staff also liaise with other providers to ensure they offer continuity and consistency for children who attend more than one setting.

Children are fully safeguarded. Managers and staff attend regular training and frequently review their child protection practice and the pre-school's robust safeguarding policies. Children's individual circumstances are fully understood and their welfare, health and safety are carefully monitored. As part of this clear agreements and all relevant information are obtained about children and their families.

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	EY465189
Local authority	Worcestershire
Inspection number	930846
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	25
Number of children on roll	43
Name of provider	Lickhill Primary School
Date of previous inspection	not applicable
Telephone number	01299871803

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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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