

Cranmer Pre-School

Archbishop Cranmer Primary School, School Lane, Aslockton, Nottinghamshire, NG13 9AW

Inspection date	09/12/2014
Previous inspection date	02/12/2009

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

- The manager leads a highly dedicated team who teach with the utmost pride and enthusiasm. Because of this, children feel valued and are highly motivated to learn.
- Staff have an in-depth knowledge and understanding of safeguarding and welfare requirements. This ensures that children remain safe and secure while in their care.
- Parents are highly valued as partners to support and encourage children's learning. This encourages superb learning opportunities in the home, as well as in the setting.
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- Children's behaviour is excellent. Staff are positive role models and children follow clear expectations about how to behave. Children treat the staff, each other and the environment with respect, contributing to the pleasant atmosphere.
- This highly dedicated, inspiring pre-school team continually update their own professional development by attending a variety of training courses. They effectively evaluate and monitor their practice, taking into account the views of parents and children. As a result, they have a very strong desire to further improve this already outstanding pre-school.

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 children during activities indoors and outdoors.
- The inspector held a meeting with the manager and spoke to staff at appropriate times throughout the session.
- The inspector conducted a joint observation with the manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability of staff working with children and the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Tina Garner

Full report

Information about the setting

Cranmer Pre-School was first registered in 1978 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from rooms attached to Archbishop Cranmer School in the village of Aslockton. There is an enclosed outdoor play area. The pre-school serves the local area and is accessible to all children. It employs 10 members of childcare staff, all of whom hold appropriate early years qualifications. The pre-school opens Monday to Friday, all year round. Sessions are from 7.45am until 6pm. Children attend for a variety of sessions. There are currently 51 children on roll who are in the early years age group. The pre-school provides funded early education for three- and four-year-olds.

What the setting needs to do to improve further

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

- continue to develop and extend the already good opportunities for children to become increasingly independent, particularly during tidy-up times.

Inspection judgements

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

Children make rapid progress across the seven areas of learning. This is because staff are highly skilled in knowing how to support them in their play and when to allow the children to create and develop the direction of their play independently. For example, children lead a spontaneous role-play activity, where they work together to create 'Santa's sledge', decorating it with tinsel and collecting a rocking horse from outside to use as a reindeer. They dress up as Santa's elves, help themselves to sleigh bells and sing Christmas songs as they pretend to fly through the night sky. Staff have an excellent knowledge and understanding of how children learn. As a result, the setting is laden with opportunities that motivate and inspire children to learn. For example, children relish opportunities to self-select resources and eagerly create their own Christmas decorations, enthusiastically labelling their own work in readiness to take home.

Children thrive in this setting because every effort is made to cater for their differing needs, adapting and extending activities to continually encourage and challenge children. The setting is extremely well set out to support children's interests and inspire them to use their skills and imagination when engaging in activities. Boxes and storage containers are clearly labelled with words and photographs to explain the contents, to encourage self-selection by all children. Speaking and listening skills are promoted effectively through small group activities. For example, groups of children enjoy stories and books and are supported in their understanding as a member of staff reads the story and asks well-targeted questions. Activities such as this help all children to make excellent progress in

their language and communication development. New children are promptly and accurately assessed on entry to the setting, and because of this, a detailed and personal learning journey is created whereby children excel from the start.

The setting regularly shares information about children's learning and progress with parents. Staff actively encourage parents to continue their child's learning in the home. Highly innovative opportunities are provided for parents to enhance all aspects of their children's learning. For example, parents are invited along to a phonics meeting which, through a presentation and practical activities, supports parents' knowledge of how children learn to understand words and sounds. The pre-school staff complete the progress check for children aged between two and three years and provide regular in-depth and informative progress summaries for parents. As a result, any gaps in children's learning and development are quickly identified and addressed through appropriate support. Parents offer the highest praise for the attention staff pay to each and every child. Consequently, children demonstrate the characteristics of effective learners and make consistently rapid progress. Children are ready for school when the time comes because they have a wide range of skills to support their future education, as well as an extremely positive attitude towards learning.

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

The key-person system is strong and well established. This ensures parents and children develop extremely positive relationships with staff. The pre-school is organised in such a way that all staff know all children. This ensures continuity for children and parents, should their main key person be absent for any reason. Children are very well settled and are happy on arrival. They separate easily from their parents and carers, who comment how friendly and caring staff are. Staff recognise the unique needs of each child and ensure settling-in sessions are flexible, so that each child is fully supported. This is because staff fully understand the importance of children feeling safe, secure and confident before they show an eagerness and readiness to learn. Staff continue to nurture these growing relationships with children and their families. This is extremely effective in supporting children's emotional well-being.

The environment is exceptionally well resourced, friendly and stimulating. The displays contain children's own artwork, which is individual, expressive and clearly represents their own ideas. Children's understanding of safety is promoted as staff remind them of potential dangers and how to stay safe. For example, during outdoor play, staff offer gentle reminders to children to be careful when balancing and climbing. The emotional security staff provide for children is outstanding. For example, they offer cuddles and compassion to children when they have had a bump or a fall, to help relieve their distress. Children's behaviour is exemplary because the staff are excellent role models. The staff provide additional support when children are struggling to understand expectations and use positive praise to acknowledge their achievements. As a result, children clearly understand what they are doing well.

Children are highly assured and motivated to start school because they are enthusiastically encouraged to be increasingly independent in the setting. They take the utmost pride in

buttering their own crackers and helping to wash the pots after snack time. Staff recognise that this sense of responsibility can now be built on, by providing children with more opportunities to be independent, such as tidying up their own toys. Staff seize every opportunity to promote healthy lifestyles with children. For example, children are supported to develop good hygiene routines after messy play activities or before snack and meal times. This effectively supports their independence and physical development. Children display great understanding of the daily routine. They line up eagerly to join with the children attending the host school for lunch. Consequently, children become familiar with the adults and children at school and begin to establish relationships with them. This supports children's growing self-esteem and sense of belonging, ensuring they are well prepared for times of change.

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

Safeguarding arrangements are given the utmost priority. Staff demonstrate a clear understanding of their role in protecting children from harm and of procedures to follow should they have a concern about children's welfare. Recruitment and induction procedures are robust and ensure that all those working with children are suitable to do so. Risk assessments are thorough and staff are especially vigilant to potential dangers, which means children are cared for in a safe environment. Sampled documentation and records are successfully maintained, giving a firm indication that all required documentation is in place and firmly underpins children's safety and welfare.

The enthusiastic manager provides strong, passionate leadership. She is committed to driving excellence in all aspects of pre-school life. The quality of teaching and the delivery of educational programmes are monitored effectively and inform a targeted plan for professional development. This means staff are equipped with the skills and training to meet children's specific and individual needs. The use of peer-on-peer observations is strengthening staff's practice further by increasing mutual trust and respect. Assessments of children's progress are rigorously moderated by the manager. As a result, any gaps in children's learning are identified swiftly. Consequently, staff are able to develop appropriate interventions with other relevant professionals, where required, to support children to make good progress. The manager has successfully created an atmosphere of openness and equality, which means staff and parents are fully involved in the day-to-day running of the pre-school. Training undertaken by staff since the last inspection has had a very positive impact on children. For example, staff have reviewed how the environment supports children to become independent thinkers. The further provision of open-ended resources, both indoors and out, has significantly enhanced opportunities for children to be creative. Consequently, all children are making rapid progress, particularly in their communication and language development.

The whole team are committed to ensuring that all of their comprehensive systems are fully implemented and embedded into practice to provide a first-class pre-school. All previous recommendations have been fully met to raise the standard of care and education to an excellent level. Partnerships with parents are a particular strength of this setting. The staff share information, provide advice and support and regularly update their

displays. Self-evaluation is extremely thorough and accurate. The manager is clear about plans for the pre-school's future, which are focused on raising children's levels of achievement and pursuing every opportunity to develop all aspects of the provision. Partnerships with the host school are extremely well established and contribute significantly to the good progress children make. This results in a successful joint approach, which provides continuity and opportunities for children to reach their full potential. This is a welcoming pre-school where children enjoy an outstanding early years experience, which provides a firm foundation upon which to support their future learning.

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	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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	258576
Local authority	Nottinghamshire
Inspection number	867124
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	51
Name of provider	Cranmer Pre-School Committee
Date of previous inspection	02/12/2009
Telephone number	0771 8191626 or 01949850886

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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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