

Inspection of Discovery Vine at Fulwood, St Peter's Cof E Primary School

Fulwood St. Peters Primary School, Meadowfield, Fulwood, Preston PR2 9RE

Inspection date: 10 February 2023

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children very happily access this extremely warm and inviting setting. Staff collect younger children from their classroom and older children navigate their own way to the school hall area. Children are greeted by a friendly and nurturing staff team, who understand children's individual needs well. Children are extremely settled and confidently discuss their intended plans for the next half-term holiday.

Children access a range of resources to support their natural interests and stage of development. They are free to choose activities they would like to do and often contribute ideas for planned activities for the following week. Children enjoy being creative in art and craft activities, solving problems with construction resources and role play. Outside, children enjoy football, team games and imaginative play. The environment is lively and echoes with excited voices as children play alongside their friends.

Staff have high expectations and are positive role models. Children are extremely well behaved. They listen to staff, share resources and help one another with tasks. Older children particularly like to guide younger children in routines, such as hanging coats up in the cloakroom area. This provides a friendly, supportive environment, where children have the opportunity to build a larger circle of friends of different ages and develop their confidence.

What does the early years setting do well and what does it need to do better?

- Staff consider children's emotional needs extremely well and strive to support children to have the very best experience of the setting. For example, staff go into the school classroom and read stories to younger children, so that children become familiar with staff. This helps children to settle as they initially start at the setting.
- Children have built close attachments to staff. They share humorous exchanges and enjoy involving them in their play. Staff patiently support children as they use glitter to make Valentine's Day cards and join in with children as they excitedly 'roar' when playing with large dinosaurs. This helps children to feel settled and secure.
- Children are independent and are able to lead their own play. For example, children play the game of chess, while other children talk them through the chess pieces and how to move around the board. Staff support the game, but skilfully allow children to talk things through and share ideas by themselves. As a consequence, children are resilient and enjoy solving their own problems.
- Staff encourage children to understand the needs of others. For example, children explore a range of events from different cultures and consider

similarities and differences to their own. Recently, children worked together to complete a display for anti-bullying week. This helps children to gain an understanding of the wider world.

- Staff work closely with teachers from the on-site school. Some of the setting's staff work in school and so are familiar with children's individual needs as they have supported them throughout the day. This allows children to settle well with a friendly and familiar staff team.
- Children with special educational needs and/or disabilities are extremely well supported. Staff liaise with teachers to understand children's needs and interests. When child start at the setting from another school, staff go and meet with teachers. This helps new children to settle and start to build friendships straight away.
- Children learn about the importance of adopting a healthy lifestyle. Staff talk with children about healthy options at snack time and support children to develop their physical skills. For example, staff set challenges for children in the outdoor area, such as climbing a pole on the climbing frame and running races around the playground. As a result, children begin to understand the importance of physical exercise.
- Parents are very complimentary about the care their children receive. They discuss that children settle quickly, like laughing with the staff team and enjoy coming. Staff regularly share information about children's needs and pass messages on from school. This helps to provide a consistency of care for children.
- Staff work closely together as a team and are supported well by senior leaders. They have thorough inductions, access training and attend supervisions. They share ideas which contribute to planned activities and regularly evaluate the setting. For example, they identify the best resources to purchase which support children's interests. Children's needs and interests are carefully considered.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate that they have effective safeguarding knowledge. They attend regular safeguarding training to keep their knowledge up to date. Staff understand the procedures to follow if they have concerns about a child's welfare. They complete regular risk assessments of the setting to provide a safe and secure environment for children. For example, staff make sure that the outside school gates are locked prior to going out to play and ensure that they are deployed well outside, so they can observe all the children as they play. Staff teach children about personal safety. For example, they talk about the potential dangers of using the internet.

Setting details

Unique reference number	2628170
Local authority	Lancashire
Inspection number	10276105
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	3 to 11
Total number of places	30
Number of children on roll	127
Name of registered person	Discovery Vine Limited
Registered person unique reference number	RP520266
Telephone number	01772 731808
Date of previous inspection	Not applicable

Information about this early years setting

Discovery Vine at Fulwood, St Peter's Cof E Primary School registered in 2021. It operates from St Peters Church of England Primary School in Fulwood, Preston. The setting employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and one holds a qualification at level 2. The setting opens from Monday to Friday during term time only. Sessions are from 7.30am until 8.45am and 3.25pm to 6pm.

Information about this inspection

Inspector

Elisia Lee

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the supervisor and has taken that into account in their evaluation of the provider.
- The inspector carried out a tour of the setting. She held regular discussions with the supervisor, staff, children and parents throughout the inspection.
- The inspector spoke with both directors and the supervisor at the feedback meeting.
- The inspector observed interactions between staff and children throughout the inspection.
- A sample of documentation was observed by the inspector and evidence of staff suitability was checked.

We carried out this inspection 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.

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