



Grenfell Preschool

Inspection report for early years provision

Unique Reference Number	402165
Inspection date	05 October 2006
Inspector	Jacqueline Oldman
Setting Address	South Green Memorial Hall, Southend Road, South Green, Billericay, Essex, CM11 2PR
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Registered person	Grenfell Pre-School
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Grenfell Pre-school is privately owned. It opened in 1972 and operates from the main hall of the South Green Memorial Hall in Billericay. It is within walking distance of local schools, the park and shops.

A maximum of 26 children may attend the pre-school at any one time. The group opens five days a week during school term times. Sessions are from 09:15 until 11:45 Monday to Friday and 12:30 until 15:00 on Monday and Tuesday afternoons. All children share access to a secure enclosed outdoor play area.

There are currently 64 children from two to under five years on roll. Of these 30 children receive funding for nursery education. Children attend from the local and wider community. The setting

supports a small number of children who have learning difficulties and/or disabilities, and also supports a number of children who speak English as an additional language.

The pre-school employs 11 members of staff. Of these, seven staff, including the managers hold appropriate early years qualifications. One member of staff is currently working towards a recognised early years qualification. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP), the Pre School Learning Alliance (PSLA) and the Billericay Early Years Forum.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children follow simple personal hygiene routines to help prevent the spread of infection. Following art activities they wash their hands in a communal bowl using anti-bacterial soap and individual towels. They know to routinely wash their hands after using the toilet and some know hands carry germs. Staff hand children wet wipes and ensure their hands are clean and hygienic prior to eating at the snack table. Children are protected from cross infection through a sickness policy and appropriate procedures that are followed when changing children's nappies. Staff wear disposable gloves and clean the changing mat between uses. Effective settling in procedures and the key worker system support young children who are less confident or take longer to feel secure with staff; this promotes their emotional well being. All documentation in relation to children's health, such as medical and accident forms are in place and entries are signed by both parties. Staff are first aid trained and a first aid box is in place to enable them to deal with minor injuries. Children are protected as parental consent has been obtained to seek any necessary emergency medical advice or treatment.

Water is made freely available at all times to prevent children from dehydrating. Snack time is a social time when staff sit with children and discuss the topic or look at items from the interest table. Children's independence is encouraged as more able children pour their own drinks; they choose from water or milk. Children are offered a biscuit for snack and food tasting is sometimes included, linked to the topic. However, children would benefit from more opportunities to experience 'healthy eating' options in order to develop positive attitudes to nutritious foods and a healthy lifestyle. Staff are vigilant in ensuring snacks comply with all special dietary requirements to ensure children remain healthy.

Children have good opportunities to develop their mobility, control and coordination as they negotiate the indoor and outdoor environment. They show sound awareness of space as they travel between activities indoors and when manoeuvring the wheeled toys outdoors. They benefit from the extra space made available indoors when some children choose to play outdoors. During these times children enjoy physical freedom when they move on all fours as they pretend to be dogs or refine their skills in climbing when using the slide. Children develop a range of physical skills as they dig, plant and water flowers in the garden. They develop confidence and dexterity as they have varied opportunities to use equipment such as pencils, paint brushes, scissors, rollers and cutters to practice and improve their fine motor skills.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a very safe and secure environment where daily formal risk assessments are implemented to identify and reduce potential hazards. For example, accident records are evaluated. Any spillages are promptly dealt with. There are clear and effective procedures in place for the arrival and departure of children to ensure they cannot leave the premises unnoticed. All visitors are carefully screened to protect children from unauthorised persons. Effective fire safety procedures are in place and fire drills are regularly practised to help children learn to keep themselves safe.

Staff have a very good awareness of how to organise space, furniture and equipment effectively to enable children to move freely and independently around activities and different play areas. As a result, children feel confident to make choices about their play. Children benefit from using a range of toys and play equipment which are regularly checked to ensure their continued suitability. Children select their own play resources which are appropriate to their ages and stages of development. Children are beginning to take responsibility for keeping themselves safe. More able children know they must not walk up the slide or run indoors. Children learn about potential hazards as staff explain to them how to handle scissors safely.

Children are well protected as key staff have attended child protection training and are aware of how to follow child protection procedures. As a result a child protection folder has been created and shared with all staff to ensure they are able to recognise signs of abuse and know whom to contact if they are concerned about a child in their care. A written policy is in place and regularly reviewed to ensure staff are fully aware of their role and responsibilities.

Helping children achieve well and enjoy what they do

The provision is good.

New children are helped to settle by staff being sensitive to their individual needs, and working closely with parents. Older and more able children demonstrate a sound understanding of the setting's routines and surroundings and on arrival quickly settle to their chosen activity. They are confident, independent and developing their self-esteem as they complete activities and select what work they want to go home with them.

Children show interest in what they do and persevere at their chosen task. They are purposefully engaged throughout the session, working and playing enthusiastically, either alone or with others. Children's efforts are valued and they are enabled to develop a clear awareness of fairness. Children respond positively to simple instructions and staff provide many practical experiences giving opportunities for them to experiment, investigate, explore, and be imaginative and creative using all their senses, building on their natural curiosity.

Younger children are encouraged to respond imaginatively when listening to well-read stories. Staff's good-humoured interaction helps them to recall familiar home experiences, such as dressing up for special occasions. Children begin to communicate their thoughts clearly and develop their confidence in using language to recall past events and share experiences with others. They begin to use their growing language skills to predict and anticipate what will

happen next in stories as they listen and are encouraged to play an active role in story telling. Children learn to look, think and express themselves in different ways in an environment that values talk and provokes questions. Staff have attended training and started to implement the ideas from the 'Birth to three matters' framework for the youngest children. They are beginning to complete observations and identify links with the relevant aspects of the framework.

Foundation Stage

The quality of teaching and education is good.

Children follow a curriculum based on the Foundation Stage. They participate in activities designed to help them make progress through the stepping stones, towards the early learning goals. However, the planning does not yet give equal emphasis to all aspects of the curriculum. Children are motivated and persevere at their chosen activities. Staff have a secure knowledge of the Foundation Stage and work well as a team to deliver a purposeful range of activities using a varied range of teaching methods. Staff have a good knowledge of how young children learn, allowing them to learn at their own pace by providing a good balance between adult and child-led activities. An effective key worker system ensures that staff know the children extremely well and children are well supported; this enables them to make good progress in all six areas of learning. Staff record positive observations to evidence each child's achievements and the information is transferred into a record showing what children can do; this is used to plan children's next steps in learning.

Children are happy and settled in the pre-school, where they have good opportunities to develop their attitudes and dispositions that enable them to achieve in their learning as they continue to be interested, excited and motivated to learn. They demonstrate pride in their achievements and talk freely about their home and community.

Children are developing their competencies well across aspects of communication, language and literacy. They recognise their names when they self-register and select their own coat hanger. Some children know the names of the letters of their name and make marks to represent them, ascribing meaning to their marks. More able children are able to write their names or correctly form some letters on their work, although staff encourage all children to make a mark to identify their work. Children delight in using writing as a means of communicating. They confidently produce their own post to deliver in role play and concentrate for long periods attempting writing familiar rhymes. Children listen to and respond well, joining in with stories and show an appreciation of books. They make good use of the book corner to look at them on their own or in groups.

Most children easily count to five and have opportunities to use simple calculations, for example, when deciding how many frying pans are needed to toss pancakes or finding one more or less number from one to 10. Children show an interest in shape and space when matching shapes in puzzles and games or pressing out shapes in play dough. Children use the language of size as they discuss which is biggest or order two items by which is longest or shortest. They experiment with volume and capacity as they play with sand and water using a variety of different shaped containers enabling them to come to understand the variance of volume. Children are beginning to see connections and relationships in numbers, shapes and measures,

with their enquiring minds being challenged with mathematical problems and tasks. Children are provided with a varied range of activities to promote their physical development, however, the use of outdoor play space is not yet fully incorporated into the planning to maximise outcomes for children.

A wide range of costumes and role play resources are provided so children can express themselves, act out stories and play alongside other children who are engaged in the same theme. They introduce a story line into their play and create their own props, such as letters, as they base their stories on people and events they are familiar with. Children have many opportunities to develop their creativity and to learn through their senses as they explore what happens when they mix paint and use their bodies to explore texture or join in action songs such as sleeping bunnies. They begin to experiment with colour as they look at the seasonal changes to leaves and try to match what they see in their artwork.

Children are beginning to make sense of the world around them by investigating and exploring through first hand experiences in an interesting environment. They are encouraged to talk about the items on the interest table and explore them with their senses. Children show wonder as they see a spider in its web or a seed that has caught in a web as it dropped from the bird feeders above. A grant provides the pre-school with good opportunities to purchase seeds and plants for the children to grow and tend. Children enjoy opportunities to make visits in the local community to support their learning. They have visited a butterfly farm and the local airport to enjoy close observation. Children have some opportunities to find out about and identify the use of information and communication technology (ICT) during role play and when parents provide support for them to use simple programs on the pre-school computer but children would benefit from more regular access to this area of learning.

Helping children make a positive contribution

The provision is good.

Children are warmly greeted on arrival making them feel welcomed. They self-register and find their named hanger to put their coat on; this helps them develop a sense of belonging. Children are treated with equal concern, helping them to settle and join in with activities that are set up ready for them. Staff respect parents' wishes regarding any individual needs, helping to promote the children's self-esteem and confidence. Children who require additional support are respected and fully integrated within the setting. Children benefit from having access to play resources which promote positive images of diversity and from participating in a wide range of activities and first hand experiences which promote their awareness of the similarities and differences of others. They learn about different festivals and cultures including celebrating harvest festival and Rosh Hashanah. They take part in making Sukkah houses as part of Sukkot and also have the opportunity to taste a range of foods linked to topic work. These include breads from around the world and honey dipped apple.

Through sensitive adult intervention children begin to see how their actions and behaviour affect the lives of others. Clear explanations, consistent boundaries and visual prompts help them learn to take responsibility for their own actions. Children are learning to share play equipment, take turns and respond receptively to requests from staff. The positive strategies used by staff enables all children to develop good personal values and a strong sense of what

is right, what is wrong, and why. As a result, children's behaviour is very good. Children choose, for themselves, what work to take home; this promotes their self-esteem and confidence. They learn to respect their environment by helping to tidy away toys before going outside to play, tending the garden and putting out food for the birds. The children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. They appreciate the kind and caring staff team. Notice boards display comprehensive information and include details of the curriculum plans. Policies and procedures are made freely accessible. Parents are encouraged to borrow resources from the pre-school to support their child's progress. They can choose from the parent's library box or publications such as the 'Birth to three matters' framework and literacy information booklets. Children profit from their parents being actively involved in their learning. Parents are invited to regular open days and are encouraged to contribute to children's developmental records. A rota of parent helpers support children in learning and refining their computer skills. Regular newsletters are sent out to keep them fully informed of the day to day operation of the pre-school.

Organisation

The organisation is good.

Children's care is well supported by the good organisation of the pre-school. All staff have been vetted by the Criminal Records Bureau (CRB), ensuring their suitability when looking after children. Routines are organised to include use of available play space both indoors and out. Children are able to move freely and independently around the indoors, accessing a range of activities which support their play and learning, and sometimes have free-flow from the indoor to outdoor play space. Documentation and records are comprehensive, organised effectively and confidentiality is maintained. Policies and procedures are regularly reviewed ensuring they are up to date and the pre-school continues to meet the requirements of the National Standards. The pre-school has achieved the Investors in People Award.

Leadership and management is good. The joint managers and staff are highly committed and very professional in their role. They discuss the daily running of the pre-school and regular staff meetings ensure knowledge of all children's personal development and achievements is shared. The managers take responsibility for completing the long, medium and short term planning in consultation with the staff team. Some roles and tasks are delegated amongst the staff team. Staff arrive early every session to ensure the provision is safe and set up ready for children. They are deployed effectively within the pre-school and good staffing ratios are maintained throughout each session, ensuring children are well supervised and supported during activities. Staff are kept fully informed of training opportunities and demonstrate a commitment to attending, to update their childcare knowledge and skills. Any training attended is cascaded to other staff at staff meetings and implemented into the care practice. Children benefit from the input of stable and skilled staff that have a good understanding of their role, responsibilities and how children learn. Consequently, children benefit from good continuity of care.

Overall children's needs are met.

Improvements since the last inspection

Following the last inspection a procedure has been implemented to ensure all policies and procedures are regularly reviewed and updated in line with the National Standards and associated guidance. This supports the safe and efficient management of the pre-school and helps to protect children.

Funded education

The setting has made good progress since the last inspection. The managers have reviewed and updated the long term planning to ensure it includes direct reference to the aspects of learning and stepping stones of progress. As a result the planning now covers all aspects of the six areas of learning. However, a further review is required to ensure equal emphasis is given to all aspects on a regular basis.

Staff demonstrate a good understanding of what children are expected to learn. Evaluations of activities take place and staff make regular timetabled observations. They record what children know and can do. As a result there is now differentiation in the planning to reflect children's individual needs to help maximise their progress.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- develop further the planning using the 'Birth to three matters' framework to maximise outcomes for children under three years
- develop more opportunities to experience 'healthy eating' options in order for children to develop positive attitudes to nutritious foods and a healthy lifestyle.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop further the planning to ensure equal emphasis is given to all aspects of the Foundation Stage curriculum. This refers to information and communication technology (ICT) and physical development.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk