



Latton Green Pre-School

Inspection report for early years provision

Unique Reference Number	402186
Inspection date	06 December 2006
Inspector	Sandra Daniels
Setting Address	Latton Green School, Riddings Lane, Harlow, Essex, CM18 7HT
Telephone number	07950 808525
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Registered person	Latton Green 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?

Latton Green Pre-School originally opened in 1997. The pre-school operates from a classroom within Latton Green Primary School. The pre-school has access to an enclosed outdoor area and provides care for families within the local community.

The pre-school is registered to provide places for 30 children, aged between two and five years old. There are currently 27 children on roll. This includes 23 funded three and four year olds. Children attend for a variety of sessions each week. There are currently no children who have special needs and the group supports one child whose first language is not English.

The pre-school opens five mornings a week during school term time. Sessions last from 08:55 am to 11:30 am.

Currently there are six members of staff, four of whom have Early Years qualifications. A fifth member of staff is currently attending training.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn the importance of good personal hygiene through well-planned daily routines. Their independence grows as they take themselves to the bathroom and learn to wash and dry their hands after using the toilet and before snack times. Tissues are readily available to children and older children enjoy helping younger ones in promoting their personal care. Children are not, however, fully protected against the spread of infection as the bin used for the disposal of tissues and paper towels does not have a lid. Effective procedures, such as using anti-bacterial spray to clean tables before snack time, does help to maintain children's good health. The premises and equipment are maintained to a high standard of cleanliness and children enjoy helping with appropriate tasks to keep the room and toys clean and tidy.

All necessary accident and medication records are in place and shared with parents. Emergency contact numbers are easily available should a child become ill whilst at the group. Practitioners are qualified in first aid and are confident in their ability to deal with minor accidents and medical emergencies.

Children learn about healthy eating. They are offered a well balanced selection of snacks during the week, including, crackers with a choice of spreads and fresh fruits. Children can choose when to take their snack so their play is not interrupted. They spread marmite or jam on their crackers and can access fresh drinking water throughout the session. Careful attention is paid by staff to children's individual dietary needs, ensuring those children with allergies or preferences have their needs met. Practitioners discuss with children which foods are good for them and this is reinforced during activities such as cooking and looking at foods from around the world.

Children's physical development and opportunities to exercise are given high priority in this setting. Children use a large outside dedicated play area and can sometimes also use the main school playing field, for example, for a sports day. Children also benefit from regular use of the school hall where they practise skills such as throwing and catching and running. They enjoy circle games where they run around chasing one another, learning to avoid obstacles. Children are confident in their use of climbing equipment, can balance and thoroughly enjoy moving to music. There is a quiet area in the pre-school where children can rest should they wish to.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are kept exceptionally safe because the indoor and outdoor environment is extremely safe and secure. Space available to children is very well utilised, allowing them to move around safely and independently between well placed activities. The setting is vibrant and made so

welcoming to children and their families. It is bright and colourful with children's work and photographs displayed around the room.

Children remain free from harm because practitioners monitor their free-play vigilantly. Children of all ages use a very wide range of suitable and safe equipment and resources that are appropriate for their stage of development. They learn about keeping themselves safe as they are shown how to use equipment, such as scissors and a stapler, responsibly and safely. All equipment is clean and hygienic and is checked for safety each time it is used. Children are encouraged to report any damage to toys to a member of staff, heightening their awareness of safety issues. Extremely good quality resources help to enrich the environment in which children play. They are stored safely at child-height so that children can choose and access what they want to play with independently. Children learn that a tidy environment is a safe one and they know they must put away something they have finished playing with before selecting something else.

Very careful attention is given to ensuring that all potential risks to children are identified and minimised. Ongoing risk assessments and expert supervision of children promotes children's safety and their protection. Children have a developing understanding of how to think and act safely. For example, in addition to practising regular emergency evacuation procedures with the main school, children learn to walk calmly in a line with staff and to walk up and down the steps to the hall in a safe way.

Children's welfare is highly promoted and they are extremely well safeguarded as staff have a clear understanding of the setting's child protection policy. All practitioners are fully aware of their roles and responsibilities in safeguarding children and know the procedure to follow should they have any concerns. Children are cared for by adults who have been appropriately vetted and are suitable for working with children.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are extremely happy, confident and enthusiastic as they leave their parents to play. Meticulous attention is given to settling children comfortably into the pre-school. This time is used for staff to get to know the children and their families very well, meaning they are able to meet each child's individual needs. All children enjoy themselves at pre-school where the activities and experiences they are offered are exciting and innovative. There is an exceptionally good balance between adult-led and child-initiated play. Children can select their own activities and practitioners have a really good understanding about ensuring that children are given the time to complete an activity.

Children are self-assured and enjoy playing independently or in small groups. They benefit enormously from the care and teaching of dedicated and enthusiastic staff who continuously implement new ideas to further improve the care and learning opportunities for children. Children are very interested and consistently involved in an exceptionally wide range of imaginative and worthwhile play experiences, both inside and outside, which promote their emotional, physical, social and intellectual development. Practitioners use the 'Birth to three matters' framework extremely successfully to ensure that the needs of younger children are

fully met. Their progress is monitored and records clearly show that children under three years flourish in this environment.

Children develop strong, positive relationships with the adults who care for them in pre-school. Staff help them to develop confidence and self-esteem through sensitive interactions and frequent praise and encouragement.

Nursery Education.

The quality of teaching and learning is outstanding. Staff have an excellent understanding of the Foundation Stage and how young children learn. Teaching is inspirational, for example, whole group teaching, at circle times, is dynamic and keeps children, who are often only just three years old, enthralled. An outstanding play environment is planned and prepared for children, who are often consulted about activities so that their requests can be supported. There is a flexible and child-centred approach to planning and children respond extremely well to new experiences, for example, pretending to be Father Christmas and delivering presents to friends.

Staff are extremely well aware of how different children learn. They know their preferences and their achievements and skilfully plan activities and experiences to move children on to the next steps in their development. Practitioners competently extend the learning of older and more able children, for example, working together to produce 'records of achievement' which show outstanding progress towards the early learning goals in all six areas.

Children are exceptionally well taught. For example, they are provided with numerous opportunities to develop mark making skills, leading to drawing recognisable subjects and writing their own names. Children love books and spend time enthusiastically looking at them in the comfortable and attractively designed book corner. They 'read' alone or with friends and all children participate in whole group story times where practitioners use props to bring stories to life. Children thoroughly enjoy anticipating what will happen next before the member of staff turns the page. Children become confident speakers and learn the art of taking turns in conversation during circle times where they can share their feelings and experiences.

Children's personal and social development is given high priority in this setting. Children are confident and secure in this environment, where they play harmoniously together and invite adults to join in their play. They learn to consider the feelings of others as they play with resources which reflect positive images of diversity. This also supports children to learn about their own cultures and those of others.

Children progress extremely well in mathematical development. They can recognise and name numerous shapes and have a very good understanding of number, shape and measurement. Children pour water from one container to another, using words such as full, empty, heavier and lighter. They add water to the sand and discover that it becomes heavier. All children enjoy the story of 'Big Bear, Little Bear' as they learn to make comparisons between sizes and shapes. They learn to problem-solve as they fit toys into boxes and containers when tidying up. Children make simple calculations during their play, for example, a child of three years knew that two

more paint brushes were required if there were to be enough for each child who wanted to paint.

Children's knowledge and understanding of the world is promoted through daily activities, such as discussing the weather, days of the week, months and seasons. They learn about caring for pets as they discuss and contribute to a picture illustrating the needs of a gerbil; care, a home, friends, food and water. Children discover about people in the community who help us. They enjoy visits from local Police Officers. Children share news and experiences from home and learn about plant life as they care for pansies in the pre-school garden.

Children's creativity is extremely well promoted as they are able to choose their own resources to make things with. They are truly independently creative as they make models, parcels, boxes and envelopes using paper, sticky tape, a stapler, scissors and glue sticks. They cut, join and fold paper to make cards and envelopes. Children make their own dough to play with and like to participate in cooking activities where they can learn about the changes to cake mixture when it is cooked.

Meticulous attention to children's individual needs, excellent monitoring of their progress, both formally and informally, and the particularly strong partnership between staff and parents are key factors in fostering children's excellent progress in all areas.

Helping children make a positive contribution

The provision is good.

Children's self-esteem and confidence is very well promoted. All children are welcomed warmly into the pre-school by staff who respect and value their individuality and work closely with parents to meet all children's needs. Practitioners ensure that all children are fully included in the life of the setting and have a clear understanding of the family context of each child. Children's awareness of diversity and their understanding of others is increased as they enjoy a wide variety of resources and well planned activities that promote a positive view of the wider world. They celebrate festivals from around the world and learn about similarities and differences in terms of foods, costume and traditions.

Children with additional needs and those who speak English as an additional language are well supported, with care and activities tailored to meet their individual needs. Effective strategies are in place to identify and support children with special needs and staff work with other professionals as necessary. Children's progress is closely monitored and documented and they are provided with suitable activities to support their development.

Children behave very well, sharing and taking turns considerately. They are well supported by staff who have clear expectations and set consistent and realistic boundaries for behaviour. Older children learn to take responsibility for their behaviour as they are encouraged to consider the needs and feelings of others. They learn skills of negotiation and are often able to resolve conflicts independently. Children receive regular reassurance, praise and encouragement, promoting their confidence and self-esteem. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Parents are given good quality information on the Foundation Stage and the six areas of learning in a variety of ways. They see photographs of their children in a display illustrating how children learn through play. Daily verbal exchanges of information and periodic written information helps parents to further understand the purpose of play for young children. Parents are kept informed about the topics and activities that their children enjoy and know they can see their child's developmental progress records at any time. Outcomes for children would be further enhanced if staff were to consider ways to encourage parents and carers to continue some play and learning activities at home. Parents views are sought through questionnaires and, where possible, these views are implemented as part of pre-school practice. Parents speak very positively about the pre-school, the staff and the good progress their children are making.

Organisation

The organisation is good.

Overall children's needs are met. Children attending this pre-school benefit enormously from the staff's ability to present a very well organised learning environment. The staff team is very well prepared, arriving in good time to set out resources and equipment ready for sessions. Children make good use of the space available to initiate their own play, to be active or to rest.

Documentation is well organised, with all legally required records well maintained and easily to hand. Confidentiality is highly regarded concerning the personal details of children and adults. All necessary parental permissions are in place, supporting their safety and well-being. The group's policies and procedures have been clearly and comprehensively written and are shared with parents. Recruitment and vetting procedures are robust, ensuring that staff are suitably qualified and experienced to work with children.

Leadership and management is outstanding. The staff team are all highly skilled and experienced and work together extremely successfully. They are enthusiastic, motivated and committed in their approach. Practitioners provide excellent, caring role models for children to follow. They evaluate the success of the provision very effectively, adjusting the programme if necessary through flexible planning systems. The providers are inspirational in leading the team by example. Children learn and develop whilst being cared for by thoughtful, reflective and efficient practitioners.

Improvements since the last inspection

At the last inspection the provider agreed to ensure all equipment and resources provided are suitable for their use. Careful attention has been given to replacing some equipment and adding to the resources available to children. Children can choose from a vast variety of interesting and innovative equipment and resources which are appropriate to their ages and stages of development. This ensures that all children grow in confidence and develop new skills and knowledge as they play.

The provider also agreed to record what treatment is given in the accident book. Children's safety and welfare is actively promoted as detailed accounts of treatments given in the event of an accident. This information is routinely shared with parents.

The provider also agreed to update the non-collection of children procedure to include a procedure for lost children. Children's safety is further enhanced as there is a detailed policy and procedure in place for practitioners to follow should a child become lost or go missing.

Complaints since the last inspection

Since 1 April 2004 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):

- further promote children's health and hygiene by providing a suitable bin with a lid for the disposal of paper towels and tissues

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):

- consider ways to encourage parents and carers to continue some play and learning activities at home.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk