



## Coopersale Pre-School

Inspection report for early years provision

<b>Unique Reference Number</b>	204043
<b>Inspection date</b>	16 November 2005
<b>Inspector</b>	Greg Wolff
<b>Setting Address</b>	Institute Hall, Institute Road, Coopersale, Epping, Essex, CM16 7qx
<b>Telephone number</b>	07977782057
<b>E-mail</b>	
<b>Registered person</b>	Catherine J Kemp
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

Coopersale Pre-school opened in 2000. It operates from a large hall and a smaller room on the first floor in a village hall in the centre of Coopersale. The pre-school serves the local and wider area.

There are currently 20 children from 2 to 5 years on roll. This includes 5 funded 3 year olds and 4 funded 4 year olds. Children attend for a variety of sessions. The setting supports a small number of children who have English as an additional

language.

The group opens five mornings a week for 43 weeks of the year. Sessions are from 09.00 until 12.00.

Five full time staff work with the children. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP) and the Pre-school Learning Alliance (PSLA).

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children enjoy a good range of energetic physical activities and use indoor and outdoor equipment well. They are developing their self confidence in physical skills through the use of large toys and equipment. All children are learning to listen to their bodies and rest and be active according to their needs.

Children are protected from the risks of cross infection by the sound and consistent implementation of good hygiene procedures, for example, staff wash tables prior to snack time and explain to the children why they do so. Older children are reminded of good hand washing routines and staff explain why washing is necessary so that children develop their understanding of why good hygiene is important.

Children have their nutritional needs met well as they enjoy a wide range of healthy meals and snacks that are of very good quality. All food is freshly prepared on the premises each day and the menu takes into account children's individual dietary needs. Children sit in social groups to eat meals that are interesting and appetising. Older children learn about healthy eating so they know what is good for them and why.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a secure and spacious environment. Risks are regularly reviewed and minimised within the setting which has good safety and security precautions in place. However, some hazards have been overlooked and require minimising to ensure that children remain safe at all times. Staff ensure children's safety in the outside play area because they understand and comply with health and safety requirements. Safe practices are explained to children such as not running in the hall. This helps children learn responsibility for keeping themselves safe.

Children feel a sense of belonging as staff attractively prepare the hall, provide separate areas for different activities and produce colourful displays of children's art work throughout the setting. Children play with a broad range of purposeful and developmentally appropriate equipment. This is well organised at child level to encourage children to choose and make choices independently. Toys and equipment

are kept clean and maintained in good condition.

Children can be protected if abuse or neglect is suspected because the nursery has effective procedures in place. There are appropriate systems to cascade information to the staff to ensure that they understand their responsibilities and help protect children. Staff have a clear understanding of child protection issues and have the confidence to follow through the correct procedures.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are happy, contented and well behaved. They enter the setting happily, separating from parents with ease. Children who are a little unsure are well supported by staff and soon settle into the morning routine.

Children have access to a wide range of activities, which are attractively set out in the hall. Children benefit from imaginative play, art and craft, physical and more structured activities, which are pitched at a level appropriate to the age and stage of development of all children attending. Children play well together sharing and taking turns. Some obvious friendships are developing with the children playing co-operatively and imaginatively in small groups.

Children are secure in their relationships with staff and younger children receive sensitive support and appropriate challenges because staff are making good use of the 'Birth to three matters' framework.

### **Nursery Education**

The quality of teaching and learning is good. Staff have a clear and concise knowledge of the foundation stage curriculum and plan purposeful and interesting activities for children, who learn effectively through play. Staff evaluate the activities on a regular basis and use their evaluations to improve the provision for the children. As a result children are progressing well.

Children receiving nursery education funding are supported effectively because staff know the children well and are aware of their stage of development and future goals. Children are forming good relationships with each other and approach adults, including visitors, confidently. They behave well and are beginning to take responsibility for themselves, for example going to the toilet and washing their hands independently and tidying up after play. Children communicate well when starting a conversation and initiating role play. They sustain interest in self chosen activities and are engaged in more structured learning, with consistent adult support.

Children are learning about the natural world and explore this with interest, for example, when using the nearby allotments to watch plants grow. Children explore textures and colours when they do painting and ably talk about the colours they are using. They take part in maths games and learn to match and sort, through table top activities. They count confidently and many children count to ten and beyond. Children learn about space and measure through structured activities. However,

there are limited opportunities for children to explore information and communication technology. Children put meaning to marks as they confidently use writing materials, explaining that they are drawing 'circles' and 'squiggles' and some children are writing their names using recognisable letters.

### **Helping children make a positive contribution**

The provision is good.

Children are valued and learn about equality through their play. They are treated with equal concern and have access to a full range of activities, without stereotyping. Children with special needs are appropriately nurtured and cared for because the staff are skilled and knowledgeable and work closely with parents and other professionals to ensure that needs are met. Children with special needs are particularly well integrated because staff plan and adapt activities, both inside and outside, to ensure all children are included and can take part.

Children are confident, play well together and are extremely well behaved. They are kind and caring to one another and know right from wrong. They know what is expected from them because of the staff's clear and consistent and sensitive approach, giving clear boundaries. Children's spiritual, moral, social and cultural development is fostered through this positive approach.

The partnership with parents and carers is outstanding. Children's learning is enhanced because staff work very closely with parents, maintaining excellent home links and sharing appropriate information. Staff make good use of newsletters, an informative prospectus and open evenings and provide detailed information on the activities and themes in which the children are taking part. As a result parents are fully involved in their children's learning and have a meaningful understanding of the foundation stage curriculum.

### **Organisation**

The organisation is good.

Children's welfare and learning is effectively promoted because the organisation of the nursery is effective and staff have the appropriate skills, experience and qualifications to ensure the efficient running of the setting. There are sound induction procedures in place and staff are appropriately vetted.

All relevant documentation is in place and the provision has a comprehensive set of policies and procedures, which underpins the successful management of the setting and has a positive impact on the care the children receive.

The leadership and management of the nursery is good. Children's progress is monitored and evaluated effectively by the staff, who work well together and are clear about their roles and responsibilities. Staff are committed to the nursery and promote an inclusive environment, in which every child matters. Therefore the needs of the range of children who attend are met.

### **Improvements since the last inspection**

At the last inspection the nursery was asked to review staff qualifications and it's policies, particularly the lost child policy. They were also asked to consider how they used books and ensured that children had more incidental access to them as well as ensuring that parents are kept fully informed about their children's progress and that a complaint record was maintained.

The nursery has made improvements in all areas. Children have good opportunities to access books in the comfortable reading area that staff have created, thus ensuring that their learning opportunities are maximised.

Parents are kept fully informed about their children's progress through an excellent range of newsletters, notice boards and meetings with staff which ensure that children's learning is fully supported by all those involved.

Staff have updated all the setting's policies and procedures in line with current legislation, thus ensuring that children are kept safe whilst in the staff's care. They have also maintained a written record of complaints and over half have now completed appropriate qualifications. This ensures that children benefit from the most up to date practice.

### **Complaints since the last inspection**

Since 1 April 2004 there has been one complaint made against the quality of care. A concern was raised about the provider's ability to cater for special needs children under Standard 10, behaviour management under Standard 11 and working in partnership with parents and carers and confidentiality of information under Standard 12. Ofsted investigated these concerns by conducting an unannounced visit on 15 October 2004 and raised three actions in relation to Standards 11, 12 and 14 and two recommendations under Standard 12. The actions raised have been completed satisfactorily. The provider remains qualified for registration.

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**

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

- reduce potential hazards on the premises regarding socket covers and the trampoline.

### **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):

- provide children with opportunities to use computers and other programmable toys and resources.

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](http://www.ofsted.gov.uk)