

# Ford End Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY296696
<b>Inspection date</b>	20 December 2007
<b>Inspector</b>	Deborah Kerry
<b>Setting Address</b>	Village Hall, Main Road Ford End, Chelmsford, Essex, CM3 1LL
<b>Telephone number</b>	07754 876330
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<b>Registered person</b>	Joanna Elizabeth Mardell
<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?

Ford End Pre-School originally opened in 1976 with the present owner taking over in 2002. It operates from the village hall in Ford End. There is one large hall with a kitchen, and a smaller adjacent room. A maximum of 20 children may attend the pre-school at any one time. The group opens five days a week during school term times. Sessions are from 09:00 to 12:00 Monday to Friday and 13:00 to 15:30 Tuesday and Thursday. A lunch club runs from 12:00 to 13:00 on Monday, Wednesday and Friday, 12:20 to 13:00 on Tuesday and Thursday. There is an enclosed outdoor play area.

There are currently 45 children aged from 2 to under 5 years on roll. Of these 27 children receive funding for nursery education. Children come from a wide catchment area.

The pre-school employs seven staff. Five of the staff, including the manager hold appropriate early years qualifications. One member of staff is undertaking training.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children's health is promoted effectively as there are clear procedures in place for cleaning and ensuring good standards of hygiene are maintained within the setting. There are set procedures in place for the administration of medication and all parental permission forms are completed to ensure that children's welfare is a priority. Children's health is further promoted as the names of staff qualified in first aid who are on duty at each session is displayed. Children are developing a good understanding on personal hygiene as staff talk to them about the need to remove germs from their hands before eating.

Children have regular access to the outside play area to promote their physical development well. For example, they can run, jump, climb, slide and play parachute games outside. Children can access the outside play area freely by asking staff, who accommodate their wishes as the doors are not left open in cold weather. There is sufficient space to move about inside and children take part in an obstacle course and movement to music. Children who want to rest or sit quietly can use the cushions and soft seating in the book area.

Children can access drinking water independently as this is made accessible at all times. Children learn about foods that are good for them and promote their health through discussions and a range of different topics. Snack-time is on a rolling plan, which enables children to choose to eat when they are ready. They can self-select from a choice of raisins, pear and crackers with milk or water to drink. All children's health and dietary needs are recorded and displayed so that staff are aware of their individual needs and they can be met appropriately.

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

The provision is good.

Children's safety is a high priority as the entrance doors are monitored at arrival and departure times and are then locked to ensure that no unwanted visitors can access the premises. The outside play area is checked each morning before children access to ensure that there are no hazards accessible to children. Children are able to access the toilets independently as staff ensure that they are safe and that all resources and equipment needed are in place. All equipment and resources are checked at the beginning of each session as part of the daily setting up procedures which ensures that children's safety is maintained effectively. Toys and resources are cleaned on a regular basis which ensures that children's health and safety is a priority.

Risk assessments are carried out annually and before each outing to ensure that children's safety is fully maintained. All necessary parental permission slips are in place for outings and staff follow set procedures, ensuring that children's welfare and safety is promoted well. There are clear procedures in place for safeguarding children and all staff are aware of these and what to do should they have concerns about the welfare of a child attending the pre-school. Local contact and referral procedures are available for staff to refer to, should the need arise, ensuring that children's welfare is a high priority.

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

The provision is good.

Children are provided with a wide range of resources to extend their development and promote their play. They are settled and enjoy their time within the pre-school. Children can select resources independently and are able to ask staff for additional toys and games which they enjoy. Children are provided with a variety of activities both inside and outside to promote their all-round development. Children are fully supported by staff in their play which helps to extend their progress. Staff plan daily activities for younger children based on the 'Birth to three' matters framework. However, there is no clear system in place for recording the outcomes and development for children under three.

### **Nursery education**

The quality of Teaching and Learning is good.

The high staff to child ratio ensures that children receive high levels of support to promote their learning and development. Children are split into groups for some activities according to their ability which ensures that they are offered appropriate levels of challenge to help them to move on. Staff get down to children's level when talking to them and make time to listen to what each child has to say which promotes their self-esteem and confidence. There are clear procedures for staff deployment and the daily routine for each session which helps children to feel secure with that familiar routines. Planning includes all six areas of learning and is clearly linked to the stepping stones. Planning shows differentiation for children's different abilities and is adapted to meet children's individual needs well. Staff undertake regular observations on children's progress which is recorded in line with the stepping stones. Staff meet with parents to discuss and plan for children's next step in their learning. However, this is not done on a regular basis to ensure that children's progress is regularly updated and recorded.

Children show their understanding of being kind to each other and listening to staff and special efforts are rewarded with a sticker on the 'tree of kindness'. Positive praise from staff helps to boost children's confidence and self-esteem. Children have developed good relationships with staff and their peers as they play well together, sharing resources and taking turns during games. Children know that when the bell is rung they stop and listen to what staff have to say and they all help to tidy up resources at the end of the session. Children have a good understanding of meeting their own needs with regards to food and drink and of managing their own personal hygiene needs. Through a variety of appropriate activities children's language and communication skills are promoted well. For example, through listening to and joining in with stories. Staff question children effectively which helps to promote their thinking skills. Children freely access a variety of resources to promote their handwriting skills. Children are developing their early reading skills as they can recognise their own name and choose books to take home and share.

Staff play a variety of games with the children to promote their counting and calculating skills. They are learning to match the number of objects with the corresponding numeral. Staff use mathematical language like 'more or less' when comparing two groups of animals before one is taken away. Children explore as they look for objects hidden within the sand, they talk about the weather, the date and the month of the year. Children are developing a good understanding on technology as they play in 'the office' with laptops and telephones. Children take part in a variety of activities on other cultures. For example, they make 'cookies' for their topic on America and light a candle each day for the celebration of 'Hanukkah'.

Children enjoy a variety of activities which helps to promote their physical development well. For example, they ride bikes, run, jump and hop outside. Children know that they need their coats on before going outside to play in cold weather and older children offer support to younger children with fastenings. Children have opportunities to complete an obstacle course and move to music which helps with their balance, coordination and climbing skills. Children's small physical skills are developed well through using tools for play dough, brushes and pens. Children's creativity is promoted as they have free access to a range of craft resources for collage and for making Christmas cards. Children join in with familiar songs and rhymes when watching the play at the primary school. Children use their imagination for dressing up in a variety of costumes and scenarios as they go shopping and cook soup for lunch.

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

The provision is good.

Children's individual needs are promoted effectively as staff gather all necessary information from parents when they start. Children are able to choose what they want to play with and are able to pick additional resources which they are interested in. Children learn about other cultures by celebrating a range of world festivals throughout the year. Through regular visits to the primary school for various activities children become familiar with the setting which helps them to settle when they start school. Two members of staff have undertaken additional training to enable them to support children with additional needs and ensure that they work closely with parents so that all children's individual needs can be met and they are able to make good progress in their development.

Children are given clear explanations on the rules of the group by staff which helps them to behave well. Children are provided with positive role models by staff who are calm and consistent in their management of children's behaviour. Children play well together and are learning to share and negotiate turns as they play games. Children's spiritual, moral, social and cultural development is fostered. Staff obtain all relevant information from parents when children start which ensures that staff can provide appropriate care. Parents undergo an induction when their children start which provides them with information about the learning and play activities provided for their children.

The partnership with parents and carers is good.

The notice board in the entrance displays all relevant information involving the pre-school. Parents are also provided with regular newsletters with information on topics, events and fundraising their children participate in. Information on the Foundation Stage is given to parents and there is also a video for them to borrow about their children's early education. Children regularly choose books to take home and share with their parents which helps to involve them with their child's early education. The pre-school provides parents with an induction when their children start which covers the Foundation Stage, the six areas of learning, their child's progress records and all policies and procedures. The pre-school holds an open day for parents so that they can see and participate in the activities provided for their children's early education. There is a formal review of their children's progress records so that parents are involved with planning the next step in their child's learning. The pre-school provides parents with questionnaires so that their views are sought and that they have a say in the organisation of the preschool session.

## **Organisation**

The organisation is good.

Staff are fully aware of their responsibilities around the pre-schools policies and procedures which are effectively implemented to ensure that children are kept safe and well. There is good staff deployment within the pre-school which ensures that children are fully supported and supervised at all times. There are comprehensive procedures in place for staff induction which ensures they are clear on their roles for the care and welfare of the children attending the pre-school. All necessary documentation and parental permission slips are in place and regularly updated to ensure that children's needs are maintained. Staff are fully supported in their training and personal development too, which enables them to support children's development and progress. Resources are set out and organised at a low level to enable children to select them independently.

Leadership and management is good.

There are clear aims and objectives for children's learning based on the Foundation Stage and the six areas of learning. There are regular staff meetings and all staff are involved with the planning of activities for children's learning. Staff discuss children's progress and update their records on a regular basis. There is an action plan in place on the group's practice and policies to ensure that these are updated regularly in line with any changes in current legislation. Staff undertake peer observations to evaluate and develop their practice which helps to benefit the children's learning. The manager undertakes annual staff appraisals for their training and personal development to ensure that the good practice is effectively maintained. Information on training attended is shared with other staff which helps to enhance their knowledge and effective practice.

Overall children's needs are met.

## **Improvements since the last inspection**

At the last inspection the pre-school were asked to improve the registration system to show the children and staff hours of attendance. Registers are in place for all children. The time is noted of any children who arrive late or leave early other than the normal start or end of session times. There is a separate register for staff to record arrival and departure times which ensures an accurate record of all those on the premises is kept.

To improve the rest area. There is now carpet, cushions and soft seating in the book area for children who need to rest.

To obtain written permission from parents before administering medication to children and to keep a written record signed by parents. Written parental permission is obtained for children who require medication and a record is kept which parents sign to promote children's health and welfare.

To make available to parents, a written statement on special needs which is consistent with current legislation and guidance. There is now a policy in place which is shared with parents as part of the induction process when children first start at the pre-school which provides them with information and supporting children with additional needs.

Nursery Education.

At the last nursery education inspection the pre-school were asked to provide more opportunities for children's independent access to a range of writing resources to encourage their mark making. There is now a portable container with partitions for the wide range of resources to promote children writing skills. For example they have a chalk and a white board, diaries, notepads, hole-punch, stapler, envelopes and a range of different writing implements.

to ensure that written assessment records are kept up-to-date and shared with parents, providing them with opportunities to add their own observations to their child's record. Meetings take place twice a year to discuss the next step in their children's learning to ensure that parents are fully evolved with their children's education.

to provide parents with information on the early learning goals, stepping stones and how children learn through play in Foundation Stage. Parents are now provided with written information on the Foundation Stage and the early learning goals; displays of photographs of children participating in different activities have written information about which stepping stone they are achieving. When children start parents are invited to take part in a comprehensive introduction process with discussions around at the Foundation Stage, early learning goals and how children play.

to devise and implement a robust system to monitor the quality of teaching and education programme. There is a plan for staff training and development in place and staff undertake peer observations to evaluate existing practice on areas for improvement. As part of the annual appraisals staff reflect on their own area for development and the self-evaluation form is completed and updated on a regular basis which ensures that a regular evaluation on the teaching is completed.

### **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):

- devise a system for recording the outcomes and development for children under three.

## **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 children's progress records so that the next step in their learning is clearly identified and updated on a regular basis.

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