

Fledglings Pre School

Inspection report for early years provision

Unique reference number	650013
Inspection date	12/11/2008
Inspector	Sandra Daniels

Setting address	Epping Upland CE Primary School, Carters Lane, Epping Green, Epping, Essex, CM16 6QJ
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Telephone number	0781 2518393
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Email	
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Type of setting	Childcare on non-domestic premises
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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Fledglings Pre School opened in 1984. It is situated in the main hall of Epping Uplands Primary School. Fledglings Pre School does not have operational links with the school, although they work in partnership with them in some areas. The pre-school is committee run and serves the local and surrounding communities. They have access to all school facilities. Access to the pre-school is via the main school entrance, which is suitable for disabled access.

The setting is registered to care for a maximum of 26 children at any one time. There are currently 27 children on roll in the early years age range. This includes 17 children who are in receipt of early education funding. The group opens four days a week during school term times. Sessions run Monday to Thursday 08.55 until 11.25. Children attend for a variety of sessions. The setting has strategies in place to support children with learning difficulties and/or disabilities.

Fledglings Pre School is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are five members of staff working with the children. Of these, four hold appropriate early years qualifications. The setting receives support from the local authority and the Pre-School Learning Alliance (PSLA) .

Overall effectiveness of the early years provision

The pre-school promotes a safe and fully inclusive environment through effective and comprehensive policies and procedures. Children are safeguarded by staff who understand their roles well. Staff have a strong knowledge of the Early Years Foundation Stage (EYFS) and create consistent opportunities to keep children actively engaged in their learning, which enables them to progress towards the early learning goals. Improvements set through actions at the last inspection have been met in full and the pre-school is beginning to continually evaluate its provision.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop the self-evaluation process so that it indicates clear targets, in order to support continuous improvement.

The leadership and management of the early years provision

The pre-school is led and managed by an enthusiastic, dedicated team. They create a common sense of purpose between adults who work well together. Reflective practice assists the setting to move forward and implement changes which lead to improvement. However, self-evaluation is not yet fully effective in highlighting strengths and areas for development and setting clear targets and

goals. Staff ensure that all children have a truly inclusive learning experience and adapt activities accordingly, such as incorporating musical instruments into the curriculum to enhance the experiences for children with communication difficulties. Policies and procedures work effectively in practice to include a diverse range of groups, including the local traveller community. The pre-school maintains clear policies and documentation to support children's welfare and these include a complaints procedure.

Effective safeguarding policies and clear guidance for checking the suitability of adults mean that children are well protected. Risk assessments are thorough and contain a good level of detail. This means children are safe in the setting and whilst on outings. Partnerships with parents and other agencies are strong. Parents feel fully informed and involved in their child's care and learning experiences. Parents are extremely happy with the care their children receive. In particular, they value the sensitive, caring staff who are dedicated and enthusiastic. Children benefit because staff at the pre-school frequently attend training courses and workshops and use their knowledge and skills to maximise outcomes for children.

The quality and standards of the early years provision

Practitioners show enthusiastic interest in the children; they are caring and attentive to children's individual needs and provide good support for children's learning when involved in activities. Children have opportunities for both self-initiated play and adult-led experiences. The learning environment provides a safe, secure yet challenging space for children. Play is purposeful with opportunities to be creative and actively learn both indoors and outdoors. For example, some children prefer to concentrate on designing and making their own Christmas cards, whilst others expend energy outdoors using the wheeled toys. When the cards are finished, children will walk with staff to post them in the village post box. They discuss the process of the mail system and are encouraged to let staff know when their card arrives at their home.

Key persons gather useful information about children right from the start. They speak with parents and carers and make observations of children at play. Once staff are confident that they know what children already know and can do, they begin to plan interesting activities which will support children to make progress in their learning and development. Children with learning difficulties and/or disabilities benefit from very good liaison between the setting and parents with the effective support of extended services. In conjunction with parents and relevant agencies, agreed targets are devised to ensure that children have individual plans that promote their learning and development.

Children develop awareness of the wider community through use of activities, play equipment, books and pictorial images that promote diversity. Children's personal, social and emotional development is given high regard; they exhibit good social skills and their behaviour is managed positively. Children are supported in their learning to make progress in communication, language and literacy. For example, they are encouraged to 'sign' their work and begin to develop early writing skills as they do so. Children develop knowledge of numeracy and use information

technology. As a consequence, children progress and develop important skills that contribute to their future economic well-being.

Children's welfare is well safeguarded. They stay safe because comprehensive risk assessments help to identify any hazards and actions to reduce risk. Children learn how to make healthy choices with a nutritious range of snack foods and are able to independently access drinking water at any time throughout the sessions to ensure they remain hydrated and comfortable. Their health is also supported as they gain knowledge of adopting suitable personal hygiene routines and have regular outdoor play and activities which promote exercise and developing physical skills.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.