

Noak Bridge Pre-School

Inspection report for early years provision

Unique reference number	203900
Inspection date	26/09/2008
Inspector	Marianne Harris
Setting address	Noak Bridge Primary School, Coppice Lane, Basildon, Essex, SS15 4JS
Telephone number	07887 971325
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Type of setting	Childcare on non-domestic premises

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).

Description of the setting

Noak Bridge Pre-school is managed by a voluntary management committee made up of parents of children at the pre-school and members of the local community. It opened in 1984 and operates from a demountable classroom within the grounds of Noak Bridge County Primary School in Basildon. It is fully accessible to all. A maximum of 20 children may attend the pre-school at any one time. The pre-school is open each weekday from 09.00 to 11.30 and 13.00 to 15.30 on Monday, Wednesday and Friday. All children share access to a secure enclosed outdoor play area.

There are currently 46 children on roll who are between two to four years old. Of these, 23 receive funding for early education. Children come from the local area. The pre-school employs five members of staff. Of these, three hold appropriate early years qualifications. The pre-school receives support from the local authority, is a member of the Pre-school Learning Alliance and is registered on the Early Years Register.

Overall effectiveness of the early years provision

This is a good setting where all children are welcomed and make good progress towards the goals expected for their age. There is a wide range of activities, with an appropriate balance of those that are led by an adult and those that children choose for themselves. Staff include all children in the activities and tasks. Despite this, there are few opportunities for children to experience role play activities and to make good use of the outside area to develop their physical skills. Parents are very happy with the pre-school and appreciate the friendly and helpful staff. They know that their children are well looked after and that they enjoy being in this happy environment.

What steps need to be taken to improve provision further?

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

- make better use of the outside play area to promote children's physical development
- provide more opportunities for children to experience role play activities

The leadership and management of the early years provision

The pre-school is well led and managed. Staff have specific roles and responsibilities within the group and consequently children know who to go to and parents are happy that their child has a key person who assesses their learning and progress. The adults in the pre-school have attended many training courses in order to update their knowledge and skills and this has resulted in children making good progress. Children's welfare is given a high priority. Staff take great care of

the children and ensure that they are safe at all times. Current requirements are fully met and all adults have had appropriate checks.

The progress that children make towards the expected goals is tracked effectively with careful observations being made on what children have learnt. These are put together to provide a picture of the experiences children have had in the pre-school. Parents comment that they know what their children do and that staff are particularly helpful when discussing the progress that the children make. The management committee are very active and have recently reviewed all the policies and they provide easy access to these for parents. The staff and committee have made plans to hold more consultation times for parents and these will take place when the new children have fully settled into pre-school.

The manager of the setting is constantly looking for ways to improve the provision and make sure that the children are happy and safe. This drive to improve is shared by all staff and means that there is good capacity to improve further. The recommendations raised at the time of the last report have been fully tackled and suggestions for improvement from the parents are welcomed.

The quality and standards of the early years provision

Children make good progress during their time in the pre-school because there are many interesting activities for them to experience. All areas of learning are covered so that children learn the skills they will need for the next stage of their education. Particular attention is paid to promoting children's personal development so that they settle into pre-school quickly and make friends easily. They learn to work together and many are confident when approaching adults and sharing their ideas in large group sessions. Each session begins with a welcome and a member of staff explains the routine of the day. This helps children feel secure and gives them the opportunity to talk together. Early language skills are promoted well with staff being good role models for children. They speak clearly and listen to what the children have to say. There are many opportunities for children to count and explore numbers and interesting activities, sometimes based on stories, help them understand about the wider world. There are also many opportunities for children to paint and investigate creative materials such as shaped paper and glue. However, there are fewer opportunities for children to act out their ideas and experiences as there is no space given to a role play area. Children's physical development is fostered appropriately in most respects. However, the development of skills such as running, climbing and coordination are not promoted as effectively as they might be because the outside area is used for only a short time each session. Creative activities provide opportunities for children to develop skills of cutting and pencil control.

Annex A: record of inspection judgements

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

Overall effectiveness

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

Leadership and management

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

Quality and standards

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

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 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.