

# Stapleford Abbotts Pre-School

Inspection report for early years provision

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**Unique reference number**

EY373426

**Inspection date**

04/11/2008

**Inspector**

Lisa Paisley

**Setting address**

Stapleford Abbotts Cp School, Stapleford Road, Stapleford  
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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**

Stapleford Abbots Pre-School is run by Stapleford Abbots Primary School. It opened in 2008 and operates from a local village hall, in Stapleford Abbots, Essex. A maximum of 33 children may attend the provision at any one time. The pre-school is open each weekday from 09.00 to 11.30 and Monday, Tuesday, Wednesday and Friday 13.00 to 15.15. A lunch time club is also held from 11.30 to 12.45. The provision is open term-time only. All children share access to a secure enclosed outdoor play area. There is suitable disabled access and facilities within the building.

There are currently 49 children aged from two to under five years on roll. There are currently 49 children attending who are within the Early Years Foundation Stage (EYFS). Children come from the local area. The pre-school currently supports a number of children with learning difficulties and also supports a number of children who speak English as an additional language.

The pre-school employs seven staff. Three of the staff, including both managers hold appropriate early years qualifications. Two staff members are currently attending training. The setting receives support from the local authority.

## **Overall effectiveness of the early years provision**

Stapleford Abbots Pre-School effectively promotes children's welfare and provides satisfactory learning experiences for children, with some areas for improvement. The staff and management team create a welcoming and comfortable environment in which all children are equally cared for and have ongoing opportunities to succeed. The setting's practice is inclusive and in particular staff provide effective support for children with learning difficulties, this includes working closely in partnership with parents outside agencies. The recently appointed manager and staff are working together to identify any areas for development and to implement change; this includes a written action plan for updating staff's qualifications.

## **What steps need to be taken to improve provision further?**

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

- take reasonable steps to ensure that hazards to children are kept to a minimum (this refers to the monitoring of children when playing outside)
- plan and organise systems to ensure that every child receives an enjoyable and challenging learning and development experience
- continue to develop activity plans and children's assessment profiles
- develop self-evaluation systems to ensure continuous improvement is achieved.

## **The leadership and management of the early years provision**

Good systems are in place for the secure day to day management of the provision. Records and documentation including policies and procedures have been recently reviewed and updated to ensure that they meet all the welfare requirements. Staff are suitably supported in their roles with regular team meetings and they all work well together, providing good team support during recent transitions at the setting. The newly appointed manager and deputy are positive and motivated in their role and they are willing to make positive changes within the setting, however, self-evaluation systems have not yet been developed.

All staff are involved in the planning of activities and making observations of children and their achievements, however, activity plans and children's assessment profiles are not yet fully developed. Parents are kept well informed about plans, routines and their children's achievements and they are encouraged to become included in planned topic work such as healthy eating. Children are effectively safeguarded as staff have a good understanding of what to do in the event of a concern and parents are informed of the pre-school's child protection policy, ensuring them of their child's welfare.

## **The quality and standards of the early years provision**

Children enjoy a suitable range of activities that supports most areas of their learning and development. A key person system is in place and staff make regular observations of children's progress and use these to track children's developmental progress. Planned activities generally cover most aspects of the six areas of learning, however, the organisation of daily routines do not always extend children's play and learning experiences. The environment is warm and welcoming where all children are valued as individuals as staff support them in making positive relationships with their peers.

All children arrive happily within the pre-school, they settle quickly into the daily routine and activities presented. Children work hard at self-chosen tasks such as making fire work collages, completing puzzles and making three dimensional structures. They are confident and secure within the group as they develop close relationships with their peers. Children are confident talkers using a range of vocabulary to express their thoughts and feelings and ask lots of questions. There is a suitable range of mark making activities for children during the session and they have ongoing activities to learn about early mathematical concepts, for example, simple number rhymes. Children enjoy having visitors into the setting and learning about the natural world such as mini beasts and participating in trips out to the local farm.

Children are kept healthy, safe and make a positive contribution to their care and learning. They follow clear hygiene routines when visiting the toilets and talk about healthy eating at snack time. Any particular dietary or health needs they may have are well met and accidents are accurately recorded. Children are well supported by the staff who carry out visual risk assessments on the premises both indoor and outside, however, children are not always robustly monitored by staff when playing outside. They also learn how to keep themselves safe as they are reminded to play

with resources and equipment sensibly, participate in fire drills and line up sensibly when requested. Children behave well and learn to play well together, as they make up the rules to a game or negotiate turn taking.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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](http://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 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.