

# Eastwood Community Pre-School 2

Inspection report for early years provision

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**Unique reference number**

EY310444

**Inspection date**

11/02/2009

**Inspector**

Patricia Mary Champion

**Setting address**

Southend Borough Combination Ground, Eastwoodbury  
Lane, Southend-on-Sea, Essex, SS2 6UH

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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**

Eastwood Community Pre-School 2 is one of two pre-schools run by the Eastwood Community Playgroup Association. It opened in 2005 and operates from the function hall of Southend Borough Combination football ground, located within walking distance of a residential area, schools and shops. Children are taken into the adjacent playing fields and play area for supervised outdoor play and outings. Access to the premises has been adapted for people with disabilities. A maximum of 26 children may attend the pre-school at any one time. This provision is registered by Ofsted on the Early Years Register. The pre-school opens five days a week during school term times. Sessions times are from 09:15 until 11:45. A lunch club operates from 11:45 to 13:00.

There are currently 36 children aged from two to five years on roll. The setting receives funding for early education for three and four-year-old children. Children attend for a variety of sessions. The pre-school serves the local community and surrounding areas. The setting supports a small number of children who have learning difficulties and/or disabilities.

The pre-school employs nine staff. All staff hold appropriate early years qualifications. There is one member of staff currently working towards a higher early years qualification. The setting receives support from the local authority.

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

Overall, the quality of the provision is satisfactory. The staff team support children's learning generally well and help them make suitable progress towards the early learning goals. The friendly and helpful partnership with parents is a key strength and contributes to ensuring that the needs of children are met and they can participate fully. Most of the essential paperwork that promotes safe management and suitable procedures to support children's welfare are in place. Although there are monitoring systems, staff are not consistently evaluating what they do, to ensure that the priorities for improvement are effectively tackled.

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

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

- ensure that staff use their observations and assessments to identify learning priorities so that learning experiences are consistently motivating and inspire children to achieve as much as they can
- improve the opportunities for children to develop a positive sense of themselves and support further the development of independence skills
- develop the two-way flow of information with parents by ensuring that they all sign the relevant consent agreements prior to children starting
- develop a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development

that will improve the quality of provision for all children

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that Ofsted is notified of significant changes and events at the earliest opportunity (this refers to changes in committee members) 11/03/2009
- carry out a full risk assessment for each type of outing and review this before each specific visit 11/03/2009

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

Children are cared for by a well-qualified staff team, who attend regular training courses to keep up-to-date on current childcare issues and trends. Staff work closely together in support of the children and this leads to effective teamwork and a friendly supportive environment. Recruitment procedures ensure that adults working with the children are suitable. There is an encouraging committee of parents. However, there has been a delay in notifying Ofsted of the changes in the committee members and as a result not all suitability checks are completed.

Staff carefully consider the safety and welfare of the children. Daily checks are made of the premises and a formal annual risk assessment is undertaken. Although visual checks are made of the nearby play area before children go outdoors, a full risk assessment is not yet undertaken of each type of outing to ensure that all potential risks to children are minimised. Children are safeguarded because staff are vigilant about their security and they are always accompanied when they need to use the toilet facilities. Staff know the steps to take if they have concerns about a child's welfare. There is a clear child protection policy and other written policies and procedures are currently being updated to meet the Early Years Foundation Stage (EYFS). Use of the documentation for evaluating activities to help promote further children's progress is still at a relatively early stage of development.

Partnerships with parents and carers are relaxed and extremely friendly. Everyone is warmly welcomed and notice boards and newsletters keep parents informed about events and fundraising. There are regular opportunities to speak to key persons and written reports are shared relating to children's progress and achievements. Parents speak highly of the care their children receive. They really appreciate the regular feedback from staff about their children. The setting liaises with external agencies or services to ensure a child gets any additional support when needed.

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

Children enter the setting with confidence, separate from their carers with ease and immediately seek out their friends to share their experiences. A variety of play equipment and creative materials are offered to ensure that children make

sufficient progress in all areas of learning. Throughout the sessions staff work directly with the children using carefully formed questions that encourage children to think and give interesting answers. Children are mostly curious, eager to participate and listen carefully to instructions. The staff team have made efforts to introduce the learning and development requirements of the EYFS to promote children's learning. Planning is based on children's individual needs and meets their interests. They are beginning to use their observations and assessments to plan interesting learning experiences for each child, both indoors and outside. However, sessions are not always consistent and sometimes activities lack inspiration and do not motivate the children to achieve as much as they can.

The inclusive nature of the setting ensures that all children join in readily in the activities. Children learn about the wider world because books and resources portray positive images of diversity and various cultural festivals are followed. Staff are now considering ways to display the children's work to show that their efforts are valued and give them a positive sense of themselves.

Acceptable standards of cleanliness are maintained throughout the setting. Children demonstrate a sound understanding of hygiene practices. They learn about the food that are good for them and the importance of physical exercise. Children bring their packed lunches and learn to manage food and drinks containers with support. However, staff are not currently using routines such as snack time to encourage children to extend their independence skills, for example, by pouring their own drinks. Although staff make sure that they get all the necessary information about allergies, special dietary requirements and medical needs and complete an individual care plan. There is potential for misunderstandings as not all parents have signed the necessary consent agreements.

Children are given the opportunity to develop the skills they need for the future. They develop early literacy skills when they learn to recognise their names and are starting to link sounds to letters. The 'friendship circle' each day encourages children to communicate with confidence and children use numbers and mathematical language relating to weight and measurement when they play in the post office and grocery shop. Children confidently use a mouse and keyboard to interact with age-appropriate computer software.

## 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?	3

### 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>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
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 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.