

# Great Clacton Pre-school

Inspection report for early years provision

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**Unique reference number** EY379926  
**Inspection date** 20/01/2009  
**Inspector** Lynn Denise Smith

**Setting address** Burrsville County Infant School, Craigfield Avenue,  
CLACTON-ON-SEA, Essex, CO15 4HR

**Telephone number** 07969955457

**Email**

**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**

Great Clacton Pre-school is owned and managed by a limited company. It opened in 2008 and operates from a classroom in the Burrsville County Primary School in Great Clacton. A low step to the building provides access. A secure enclosed outdoor area is used for outdoor play activities. A maximum of 22 children aged from two to five years may attend the setting at any one time. The group is open five days a week from 09.00 to 15.45 during term-time.

There are currently 53 children attending who are within the Early Years Foundation Stage (EYFS) years. They live in the local and surrounding areas. A number of children attend a childminder and the early years unit of the local primary school or pre-school. The pre-school is registered by Ofsted on the Early Years Register.

There are 11 members of staff, including the manager. Eight staff hold appropriate early years qualifications.

Good links are in place with the school on whose site the setting is located

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

Overall, Great Clacton Pre-school provides effectively for children in the EYFS. The clear system for recording children's observations and using these to plan their next steps works well to provide key workers with a sound knowledge of each child's needs. Staff provide a stimulating environment for children to play and learn in, which is effectively risk assessed and well organised. All children are valued and staff strive to provide a fully inclusive setting. Improvements and changes are implemented through an effective system for monitoring and reviewing practices.

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

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

- update safeguarding information and ensure all staff are aware of the most recent procedures.

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

The setting has been operating from its previous premises for many years, but moved to a classroom within a local primary school in September 2008. The new premises have enriched the setting considerably, enabling staff to promote children's independence in a way which was not possible previously. Improvements have greatly impacted on the children and provide very good opportunities for them in all aspects of their pre-school experience.

Staff work very effectively as a team and are enjoying their new environment. Regular staff meetings provide opportunities for all staff to play an active role in the day-to-day operation of the setting and provides a sounding board for new ideas and suggestions. Staff and parents are involved in the self-evaluation process. Good links are in place with the school on whose site the setting operates and the setting is working in partnership with other agencies connected with the EYFS.

Clear procedures are in place to ensure that all staff are appropriately vetted and cleared. Well presented records and policies are available for inspection and support the staff's practices. Records are regularly reviewed to ensure the setting has correct information about each child.

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

Children are provided with very good opportunities to make progress across all six areas of learning. Their welfare needs are well met to enable them to stay safe and healthy. Children play an active role in keeping themselves safe as they clear away toys from the playroom floor at regular periods during the day. They follow staff's clear directions about hand washing and independently access the toilets and wash basins, which are integral to the playroom. Children enjoy being fit and active as they have daily access to the setting's outdoor play area. They are able to make free choices about playing indoors or outdoors for the majority of their day. Children also have opportunities to use the school's extended outdoor facilities, which includes large scale play equipment and a nature garden. Children enjoy mid-session snacks provided by the pre-school and some children bring a packed lunch if they are staying all day or over the lunch period. Snacks are healthy and nutritious and usually comprise of fresh fruit or vegetables. Children are able to develop their independence as they proficiently butter their own French bread and cut up their bananas.

Children play in a safe, secure environment as staff have rigid policies for ensuring they follow clear cleaning and security procedures. Staff demonstrate a suitable understanding of their responsibilities with regards to protecting children, however, knowledge about the most up-to-date contact numbers and processes is limited. Thorough safety checks carried out each day ensure that the premises remain well-maintained. An effective system for self-evaluation ensures that children are provided with a pre-school provision which is constantly striving for improvements.

Children's individual requirements are well met as staff demonstrate a clear knowledge of their needs, likes and dislikes. Activities are adapted where necessary to enable all children to fully participate. Children's interests are used to inform future planning. Children are extremely independent within this setting. They freely access an exciting and interesting selection of toys and play equipment from the low-level storage containers effectively presented around the room. Children clearly guide their own learning whilst being fully supported by confident, caring adults. Parents play an active role in their children's development by sharing relevant information with their key workers.

Children make good progress across all aspects of learning, for example, they chat confidently to each other and to the adults caring for them. They describe real and imaginary experiences and actively participate in favourite stories. Children have good opportunities to make marks indoors and outdoors. Children are confident and settled in their pre-school. They are motivated and concentrate well on activities which capture their interests, for example, they make a tambourine from paper plates and dried pasta. They carefully decorate their plates before filling them with pasta, then demonstrate the noise that they make by marching around the room in a band. Children have regular access to computers and technology. They express themselves freely through role play and dressing up and enjoy experimenting with a range of messy play materials.

## 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>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
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>	2
<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?	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](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.