

# Kelvedon & Feering Pre-School

Inspection report for early years provision

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**Unique reference number** EY340992  
**Inspection date** 25/02/2009  
**Inspector** Philip Hewett

**Setting address** Kelvedon St. Marys C of E Primary School, Docwra Road,  
Kelvedon, COLCHESTER, CO5 9DS  
**Telephone number** 07870 997608 and 07884 214 641  
**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).

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

Kelvedon and Feering Pre-School operates from two demountable classrooms situated in the grounds of St Mary's Church of England Primary School, Kelvedon, Essex. It opened on this site in September 2006. It is managed by a voluntary management committee of parents of children attending the pre-school. All children share access to an enclosed outdoor play area.

A maximum of 40 children may attend the pre-school at any one time. They are divided into two groups, the Swifts (two to three year olds) and the Swallows (three to four year olds). The older group opens five days a week during school term times. The pre-school sessions are from 09.10 to 12.00 on Mondays, Tuesdays, Thursdays and Fridays; 09.10 to 13.00 on Wednesdays and 12.45 until 15.30 on Tuesdays and Thursdays. The younger group does not run on a Wednesday morning or Thursday afternoon. Apart from this their times are the same. The setting is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

There are currently 68 children aged from two years to under five years on roll. Of these, 38 children receive funding for nursery education. Children from the local community and surrounding areas attend for a variety of sessions. The group caters for children with learning difficulties and/or disabilities, with disabled access for parents and children via ramps. It can also support children who speak English as an additional language.

The pre-school employs 12 staff. Of these, 10 hold appropriate early years qualifications and two will start courses in September. The setting receives support from the Pre-School Learning Alliance (PSLA), the Local Authority, the Area Special Needs Coordinator (SENCO) and also staff at Kelvedon St. Mary's Primary School.

## Overall effectiveness of the early years provision

Provision at Kelvedon and Feering Pre-School is good. It provides a positive start to children's education because it is led effectively and has made significant improvements since the last inspection. Its capacity to improve further is good. Children are kept safe due to the fact that welfare requirements are met well. Children make good progress in their learning because staff use effective teaching methods and all children are included exceptionally well in the range of learning activities offered.

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

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

- extend the range of activities available in the outside area to promote more creative and imaginative play and include these in the range of 'free flow' activities available for children to choose

- ensure that a designated person who has attended child protection training is available to staff during each session.

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

The group for the youngest children known as the Swifts, was not in session on the day of the inspection. However, this group is part of the pre-school setting. The same management committee takes responsibility for both groups and it is committed to continual improvement. The staff work together effectively as a team. The policies, planning and evaluation documents designed to support the pre-school and ensure the welfare of the children are well organised and regularly reviewed. This makes it easy for everyone involved in the welfare and education of the children to know what is expected of them. The manager, staff and committee regularly evaluate the effectiveness of the pre-school and have completed a formal written document identifying strengths and areas for improvement which are then included in an action plan. They will be able to compare their effectiveness against national criteria after further training. Issues from the last inspection have been fully addressed and as a result there is a good capacity to maintain further improvement.

Staff are encouraged to gain relevant qualifications and some are pursuing qualifications which are higher than the minimum required. Safeguarding checking procedures are robustly followed. The management committee maintains a list of employment checks which gives them an overview, ensuring that everyone is clear about which adults have had these checks completed. However, at present, there are some days when the pre-school is open when nobody on the staff has undergone designated child protection training. A good partnership exists with the primary school. Parents spoke highly of the way that the leadership team works with them to ensure the welfare and development of their children. They said they had complete confidence in the pre-school. Staff also work very well with specialist teachers and therapists to meet the needs of children who need extra support with their learning.

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

Children are happy and confident in the pre-school because they enjoy excellent relationships with the staff and they achieve well because they receive good teaching. Children develop their reading successfully as a result of the creative way that staff use books. Stories are used as the stimulus for creative play, and then photographs of the children acting out the story are used as a tool to develop language when viewed on the computer. Staff interact with children well using questioning to develop their language. They also incorporate good opportunities to develop children's understanding of numbers, for example using displays that contain numbers of objects and numerals up to five. Planning for each week ensures that there is good coverage of the Early Years Foundation Stage framework. Staff use the developmental guidance to record attainment and plan for the next steps in their learning. They evaluate how successfully children respond to each week's activities, but at the moment they do not create an

overview to identify any gaps in provision. There is a good balance between staff directed and independent activities although pupils are not able to select from activities which are based in the outside area, or use this space in a really creative and imaginative way.

Children's welfare is given a high priority. A 'key person' system is in place so that each child has someone who knows them really well. However, children go happily to any member of staff because they know all the adults care for children well. Staff are good role models and as a result the behaviour of children in the pre-school is good. They are developing empathy and an understanding of each others' needs. This helps to ensure that children with additional learning needs and those requiring extra help and support are included in an outstanding way. For example, all the children enjoy learning about Braille and learning how to use sign language. There are comprehensive policies and systems to keep children safe, and these are systematically reviewed and updated.

Children show clear enjoyment of the activities that are planned for them. For example, the main theme for the week of the inspection was 'Spring' and children happily played at going on picnics, or visiting the garden centre. They also thoroughly enjoyed painting their brightly coloured butterflies. They have a good understanding of how to move around the classroom and the playground safely. Snack time is a pleasant social occasion where all the children sit together supervised by staff. There are displays about healthy eating and staff take many opportunities to reinforce messages about healthy life styles, including children feeling their own heartbeat after physical exercise. As a result, this aspect of provision is outstanding. With their well developed social skills and successfully promoted key skills they are effectively prepared for the next stage of education.

## 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?	1
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?	2

### 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?	1
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 B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

## **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.