

Coopersale Pre-School

Inspection report for early years provision

Unique reference number	204043
Inspection date	18/05/2009
Inspector	Ann Marie Cozzi
Setting address	Institute Hall, Institute Road, Coopersale, Epping, Essex, CM16 7QX
Telephone number	07743 595892
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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 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

Coopersale Pre-School was registered in 2000. It is registered to provide care for a maximum of 30 children in the early years age group at any one time. There are currently 33 children on roll, 21 of whom are in receipt of early years funding.

The Pre-School operates from a village hall situated in Coopersale, Epping, Essex. The nursery is open each weekday from 09.00 until 15.00 term time only. The nursery has a two fully enclosed outdoor play spaces. The building is accessible as there are no steps leading into the side entrance, the main play area and toilet facilities are on the ground floor. They have systems in place to support children with learning difficulties and/or disabilities or for those who speak English as an additional language.

The nursery currently employs five members of staff, of whom three hold appropriate early years qualifications. Two members of staff are currently working towards a Level 2 early years qualification. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Staff have highly effective strategies in place to meet the needs of all children, identifying their uniqueness and promoting individual development so that no individual is disadvantaged. Children's progress in learning and development is supported successfully by staff as they make exceptional progress towards the early learning goals.

Documentation is comprehensive and extremely clear systems are in place to ensure that children's safety and welfare is protected and promoted, although there is a minor weakness in regard to risk assessments. Meaningful partnerships with parents, carers and others, in the wider context are consistently supportive, promote children's learning and ease transitions as they move between settings. Close attention to reflective practice enables the provider to gain valuable information which is used to successfully improve and develop the service offered in the best interests of the children and their families.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- reappraising the risk assessment to ensure it covers anything with which a child may come into contact.

The leadership and management of the early years provision

The provider is highly committed and adopts an enthusiastic approach to every aspect of her service. As a result, she has developed an highly motivated staff team who work closely and effectively to provide excellent care and learning opportunities for children. There are robust systems in place for staff recruitment, which assists in protecting children from harm. The comprehensive range of policies and procedures in place promote positive outcomes for children and ensure the safe and efficient management of the setting. They are shared with parents and carers, which ensures they are fully informed about the provision and the care their children receive. There is a minor weakness in relation to risk assessments, which cover all areas accessed by children but do not identify all potential hazards. Information is obtained from parents and carers during prior placement interviews in order that key persons can ensure that children's individual needs are met effectively. Parents and carers speak extremely highly of the provider and her staff team. They are encouraged to take an active role in their child's learning and development, they have open access to all records relating to their child and have consistent invitations to contribute comments or information which are added to their child's records.

All records containing personal information are kept securely to ensure confidentiality is maintained. Required documentation is in place, maintained and regularly reviewed by the provider to ensure that it effectively meets children's ever changing needs. Children and staff hours of attendance are clearly recorded, further promoting safety and ensuring that everyone can be accounted for at all times. Security of the building and the systems implemented by staff to ensure that children are protected are excellent, for example, all visitors are required to sign in and are never left alone with children; arrival and collection procedures ensure that children never leave the setting with any person, other than those authorised by their parent or carer.

The provider is proactive in promoting a culture of reflective practice; this includes reviewing activities, regularly seeking the views and opinions of staff, parents, carers, and local authority development officers, in order to bring about constant progression and ensure a service based on outstanding early years practice. Staff development opportunities are promoted very well by the provider. This ensures that all staff have the opportunity to gain relevant early years qualifications and that continuing professional development is recognised and supported.

The quality and standards of the early years provision

Passionate, enthusiastic staff facilitate children's progress in becoming lively self-sufficient learners, motivating their curiosity and involvement in a wide array of interesting and exciting learning experiences at every available opportunity. Children are confident and comfortable in the pre-school as they enthusiastically and consistently extend their knowledge and skills in all six areas of learning. They are sensitively supported by staff who ensure that they use a broad range of effective teaching methods which promote a range of learning styles, such as

visual clues, open questions and kinaesthetic opportunities. Children are extremely well behaved and very polite; this is promoted by staff who provide consistent, clear and fair boundaries appropriate to each child's level of maturity and understanding. Staff are excellent role models for the children, adopting a caring, calm and open manner, ensuring that they consistently encourage children and positively acknowledge achievements. In turn children reflect this caring and considerate approach to others, for example, reassuring those who are new to pre-school or helping others during play in the outdoor area.

Children's assessment is outstanding; observations and evaluations of what children know and can do are of a very high quality and the information is used extremely effectively to challenge, stretch and promote progress onto the next steps in their learning. Each child's key person makes consistent observations of what they know and can do. In addition, information from home is utilized to ensure that planning is meaningful and current for each child. This ensures that children are challenged exceedingly well, based on their individual capabilities, helping them to make excellent progress towards the six early learning goals.

Communication language and literacy are strengths of this setting and are exceptional. Throughout their time in the pre-school, children are provided consistently with superb opportunities to develop their language for thinking, speaking, listening and writing as they link sounds to letters when writing their name on their creations or using a pad and mark-making tools to write an imaginary list during role play. Staff utilise every opportunity for purposeful interaction in order to successfully promote children's communication skills. This is achieved by ensuring that children are given ample time to gather their thoughts and formulate a reply, excellent use of intonation, facial gestures and sounds, which encourages participation. Children are provided with a variety of interesting and exciting creative opportunities which stretch and challenge their problem solving skills, for example, whilst playing with a cornflour and water paste mix they discover that when they push a toy car in the mixture that it is much more difficult to manoeuvre. They also demonstrate their fascination with the mixture as they explore its properties with their hands; 'it's hard when you pick it up, then it goes all runny'. Children enjoy learning about the changing seasons and how things grow. They access a shared allotment and plant their own flower and vegetable seeds in pots to take home and care for. Children have excellent opportunities to learn about the animal world, for example, as they examine a skin shed by a snake. They think about why this has happened and with adult support they link it to their own experiences of growing out of clothes. This learning is further brought to life when they discover slow-worms in the allotment and fox cubs in the pre-school garden; animals, including their own pets, are also brought into pre-school, for example when undertaking a particular topic. Children take regular walks in the local area, enabling them to learn about life in their own community and the wider world.

Children's welfare is paramount and staff ensure that plenty of opportunities are provided to encourage them to develop personal independence whilst learning about keeping themselves safe.

Emergency evacuation is planned on different days to ensure that all children get the opportunity to discuss and practise fire evacuation. Children learn about safety

whilst visiting the large outdoor play area and when out and about, holding hands, waiting for instructions, stopping at the edge of the road, listening and looking so they remain safe. Staff gently remind children about safety when using equipment, such as the slide and ball-pool. Staff ensure that high standards of hygiene are in place when preparing snacks, serving lunch, nappy changing and ensuring that the premises and equipment are thoroughly cleaned. Children display an obvious understanding about personal hygiene routines and self-care, as they wash their hands before snack time 'to get the germs off'; this assists in minimising cross contamination. Children are supported to learn about healthy living and they enjoy choosing and helping themselves from a range of healthy foods and learning about the importance of regular exercise. Staff are made well aware of any food allergies or individual dietary needs and they ensure that all children have access to drinks so that none are left thirsty.

The organisation of the pre-school ensures that children have excellent opportunities to independently choose what they would like to do from a colourful and exciting range of low-level resources and toys according to their needs. The staff team consistently strive to promote an extremely inclusive environment. This includes clear and effective systems to support children with learning difficulties and/or disabilities. They are committed to work effectively with other agencies to ensure that all children's individual needs are met. There is no bias in practice in relation to gender, race or disability.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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