

Nazeing Pre-School

Inspection report for early years provision

Unique reference number	650108
Inspection date	15/06/2009
Inspector	Gillian Walley

Setting address	Hyde Mead, Nazeing, Waltham Abbey, Essex, EN9 2HS
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Type of setting	Childcare on non-domestic premises
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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).

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

Nazeing Pre-School opened in 1992. It operates from a dedicated classroom within a primary school and serves the local rural area, near Waltham Abbey in Essex. The setting is registered to take 24 children aged from two to five years at any one time. There are currently 44 children from three to five years on roll. This includes 21 funded three year olds and 17 funded four year olds. Children attend for a variety of sessions. The setting is able to support children with learning difficulties and/or disabilities and those who speak English as an additional language. The pre-school opens five days a week during school term times. Sessions are from 09.00 until 11.30 and 12.40 until 15.10. Five staff work with the children. One is a qualified teacher and two others have early years qualifications to NVQ level 3. The setting receives support from the local authority. The setting is on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register.

Overall effectiveness of the early years provision

Provision at Nazeing Pre-School is satisfactory. It meets the needs of the early years children adequately. The leadership is sound and ensures that all children are included in everything the setting has to offer. It has good capacity to improve because the staff evaluate the provision well and take appropriate action to bring about any needed changes.

What steps need to be taken to improve provision further?

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

- improve the system to be used if another adult needs to collect a child in an emergency
- provide more detail when planning activities so that children's progress can be recognised and monitored more easily

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

- ensure the premises are safe and secure; this relates to the boundary between the pre-school and the adjoining primary school

01/09/2009

The leadership and management of the early years provision

Leadership and management are satisfactory. There is a strong and experienced team of staff who know the children well. The setting runs smoothly on a day to day basis. Staff update their training regularly, for example in first aid. They have responded to the recommendations of the last inspection report. Recent improvements include holding regular evening meetings for parents, asking them

for more detailed baseline information, and providing parents with more information about their children's progress. Staff know the benefits of a close partnership with parents, and parents are invited in to help. Parents are happy with the setting. They are not asked specifically what they think, but there is a suggestions box at the entrance, and they can talk freely to staff whenever they wish to. Regular newsletters keep parents informed about special events, and there is a useful notice board for them. They feel that staff care for their children, and encourage them to become more sociable and outgoing. Adults undertake self-evaluation to help them identify the next areas for developing the provision and welfare arrangements. As a result, it is likely that the setting will continue to improve.

Each child is assigned to a key worker, although children relate well to all staff. Children's progress and development is observed and noted, and these assessments help the staff to plan the next steps in learning. Activities are planned in the six areas of learning, and are based on themes, but they invariably follow the interests of the children. Activities are linked, for example after making observations of caterpillars the children crawled through hoops on the playground imagining that they were caterpillars. Records of observations and photographs of children's progress are kept and are shared with parents. Whilst staff plan stimulating activities for the children, and they set targets for them, they are not yet planning the exact learning intentions of some of the activities so that all children are challenged according to their ability. Records do not show the stages of progress in such a way that staff and parents can see how well children are moving on, or identify whether they are making better progress in some areas than others. They do not show if some groups of children are making better progress than others, and whether they need to modify the provision. The setting supports children who have learning difficulties and/or disabilities and they make good progress from their starting points. The settings special needs coordinator has established a good relationship with the primary school. Children who are learning English as an additional language are also supported well.

The setting has sound procedures and policies in place to safeguard children. Risks are monitored, new staff are carefully vetted and any incidents are logged. Children know how to evacuate the building in an emergency. There are good signing in procedures, although there is no secure system for times when another adult needs to collect a child in an emergency. Although staff are vigilant about the children's safety, and they supervise them well both indoors and outside in the playground, there is a risk that a child could gain internal access to the adjoining school premises. To eliminate this risk a gate and barrier should be fixed where the pre-school and primary school areas join.

The quality and standards of the early years provision

The provision for children's learning and development is satisfactory. Children are polite and keen to talk to visitors because they gain confidence and make particularly good progress in their social development and communication skills. They behave well because staff have very high expectations of them and praise and encourage them. Children develop good attitudes to learning. They

concentrate and play well together. There is a good range of resources and equipment for them to use, and staff plan activities which they enjoy. There is a good supply of books, and plenty of resources to encourage them to begin to write. Staff ask the children questions about their learning so that they are encouraged to think and to increase their vocabulary. Staff help the children to develop their skills, for example in using scissors safely. Children are encouraged to become independent, for example when they are having their snacks, and they make choices about the things they want to do.

The premises do not permit children to go outdoors at all times, but there are times in the day when outdoor activities are planned. They have the use of a spacious playground, the area outside the school's reception class, and part of the school field. They have a good range of toys which help them to develop their skills, for example in climbing, balancing and catching a ball. Adults supervise them closely but allow them to make choices about what they want to do. They use opportunities to reinforce learning, such as counting the number of children in the line as they line up to go indoors.

Although children have key workers, they relate well to all staff. Children feel secure in the setting, and they learn about their personal safety, for example road safety awareness. They know what happens if they hear the fire bell. They learn about the importance of healthy eating, and at snack time they sit together in groups and enjoy fruit and other healthy snacks. They have free access to drinking water. They know that they must wash their hands after using the toilet and before they eat. Children feel safe and well cared for. They look forward to coming to pre-school because they enjoy the wide range of activities which is provided for them, and they develop their social skills by playing with their friends. They can choose some of the activities, and they become more independent because they are given some responsibilities, for example tidying up and serving one another at snack time. However, the younger children say they would like to learn to use the computer.

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?	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
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

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Annex B: the Childcare Register

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

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