

# Countryside Pre-School Nursery

Inspection report for early years provision

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| <b>Unique reference number</b> | EY299391      |
| <b>Inspection date</b>         | 09/07/2009    |
| <b>Inspector</b>               | Lynn Clements |

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|-------------------------|--|
| <b>Setting address</b>  | Little Canfield Village Hall, Stortford Road, Little Canfield,<br>Essex, CM6 1SP |
| <b>Telephone number</b> | 07860381847  |
| <b>Email</b>            |  |
| <b>Type of setting</b>  | 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**

Countryside Pre-School Nursery was established in 1987. They are registered to care for a maximum of 26 children at anyone time of which, 26 may be in the early years age group. There are currently 46 children on roll, of which 18 are in receipt of early years funding.

Access to the setting is via a slope and there are toilet facilities for persons with disabilities, helping to promote an inclusive environment. There are systems in place to support children with learning difficulties and/or disabilities and those who speak English as an additional language. The group opens five days a week. Sessions are from 09.15 until 13.15 and from 13.15 until 16.30.

Seven members of staff work with the children, of whom, four, including the manager, hold appropriate early years qualifications. The setting receives support from the local authority. The group serves the local area and neighbouring villages.

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

Overall the quality of the provision is good. The needs of all children are met extremely well and they are supported so that no group or individual is disadvantaged, in addition there are clear systems of reflective practice in place and all recommendations raised at the last inspection have been met, however, systems in relation to staff registers are limited and registration with environmental health is not currently in place. Children are enabled by adults to make exceptionally good progress towards the six early learning goals. Effective systems are in place to ensure that children's welfare is protected and promoted with regard to child protection and some risk assessments are in place. Exemplary partnership with parents, carers and others the children come into contact with, promote continuity of care and support smooth transitions for each child as they move between settings.

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

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

- ensure the provider and managers are aware of their responsibilities under food hygiene legislation including registration with the relevant Local Authority Environmental Health Department
- develop further the current systems to ensure that registration procedures for members of staff include their times of arrival and departure
- re-appraise risk assessments to ensure they clearly include anything with which a child may come into contact.

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

The managers and members of staff are focused on helping all children to make exceptionally good progress in their learning and development and promoting their welfare. There is a common sense of purpose between adults who work together and this includes parents and carers who share relevant information about their children's achievements at home, and others, in the wider context, such as the receiving reception teachers or special needs professionals who provide additional advice and support as required. This all round, dedicated approach demonstrates exemplary practice with regard to taking a whole child approach and also helps to assure community cohesion. Self-evaluation takes into account the views of children, parents and carers. It is used by managers and staff to identify strengths and weaknesses and subsequently address issues and plan positive future development. The provider has addressed all recommendations raised at the last inspection, such as providing accessible drinking water for the children and developing effective planning systems.

The setting runs smoothly on a day-to-day basis aided by the clear policies and procedures which are shared and implemented in practice. However, the current registration systems for staff do not include the times they are on site and working with the children, in addition, the setting is not currently registered with Environmental Health. Resources, including outside services are used well to improve outcomes and secure value for money. Vetting procedures for all adults who work with the children are robust. All members of staff value the diversity of individuals and communities. They are highly effective in ensuring that all children are well integrated and achieving as much as they can. Arrangements for safeguarding children are in place and regularly reviewed. Effective procedures are used for identifying any child at risk of harm and liaising with the appropriate child agencies. The environment in which children are cared for is safe, secure and well organised, promoting free flow play and investigation. There are some risk assessments in place, however, these do not currently include everything with which a child may come into contact with.

Training is a high priority, along with clear staff induction and regular appraisals. This pro-active approach supports staff in their daily work and helps them to maintain effective practice.

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

Staff, work closely as a team and the exceptional organisation of the educational programmes and the learning environment ensures all children are supported to make significant gains in their learning and achievements in relation to their starting points and capabilities. In addition, parents and carers are very much involved in the setting and supporting their children during their formative years. All staff have an extremely clear understanding of the Early Years Foundation Stage and how young children learn through play and investigation. They are confident in helping children to learn effectively both inside and outside. Attention to observation, assessment and planning is excellent and clearly supports

children's differing abilities. Staff allow additional time before the children arrive to review daily aims and objectives and this enables each key person to share their knowledge about specific learning requirements, this highly effective approach ensures that each child is fully supported and suitably challenged on a day-by-day basis. Overall, staff actively support and enable children, including those with learning difficulties and/or disabilities, to make exceptionally good progress towards the six early learning goals.

Effective systems are in place with regard to transitions to other settings. This enables children to progress into main stream school with confidence and high self-esteem.

Children learn to care for each other, taking turns, greeting each other and developing role play games in which everyone has a part to play. They build on their existing self-help skills, making their own choices from the wide range of resources available. They see to their personal hygiene needs and help themselves to water when they are thirsty. Children also make decisions about playing inside or outside and play is very much free-flow and child initiated. Plenty of outings are organised, helping to bring learning to life and providing stimulating experiences for the children, such as milking the cows, collecting eggs, handling baby chicks, petting ponies and lamas on a farm, or discovering water wheels, log cabins and adventure play equipment at a local discovery centre.

Staff use excellent teaching methods to support children, for example, facial gestures and intonation when reading and sharing stories. Pictures and audio clues, for example, posters to remind children how to wash their hands and why this is important. Children learn to use and care for books appropriately. They know how to use the pictures as clues to the text and older children enjoy reading short stories from their favourite books. Emergent writing is supported by staff, who introduce simple phonics to the children. The children then apply this acquired knowledge as they enjoy creating lists during role play activities, writing their names or captions on their creations.

Physical opportunities enable children to develop their coordination. They move safely around the setting and outside. Staff help children to learn about the importance of leading healthy lifestyles. Children notice change, for example, learning about how water is frozen and what happens when it is taken out of the freezer, they handle a variety of man made and natural media, exploring the melting ice, water or sand or using plastic building bricks and small world toys.

Behaviour is well managed and children learn about right and wrong. Reward stickers and certificates are used, much to the delight of the children, however, in the main, staff praise and encourage children, focussing on positive behaviour, being consistent in their approach and providing clear, fair boundaries which children learn to respect. Children learn to keep themselves safe, for example, tidying away to prevent tripping hazards or learning about road safety and stranger danger whilst out and about, in addition, staff organise visitors to the setting, for example, local police officers who take time out to help children consolidate their previous learning about the dangers of talking with strangers, but also about the different types of people who are there to help them, such as police officers, fire-fighters, doctors, nurses and teachers.

Good hygiene routines limit the spread of infection or cross contamination. Staff hold relevant first aid training, enabling them to care appropriately for children in the event of an accident. Space is organised well, enabling children to rest or be active according to their individual needs.

## 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?                            | 1 |
| 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>  | 1 |
| <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?  | 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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