

Hockley Pre-School

Inspection report for early years provision

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Inspector

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Setting address

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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.

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Description of the setting

Hockley Pre-school is run by a committee. It opened in 1966 and operates from three rooms within local community church premises in Hockley, Essex. All children share access to a secure enclosed outdoor play area. A maximum of 30 children may attend the pre-school at any one time. The pre-school is open each weekday from 09.30 to 12.00 term time only.

There are currently 50 children aged from two to under five years on roll. Children aged three and four years receive funding for early education. The pre-school serves the local community and wider areas. The provision takes children to the local library and woods on a regular basis.

The provision is registered by Ofsted on the Early Years Register.

The pre-school employs 13 staff, 12 of the staff, including both managers hold appropriate early years qualifications. The setting receives support from the local authority, the Pre School Learning Alliance (PSLA) and the Rochford Cluster Group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit from the effective knowledge and understanding the staff have of the Early Years Foundation Stage (EYFS) and routines and activities are successfully organised, fostering children's independence and choice. Staff, parents and external partnerships also work together well to benefit the whole family. Good standards of cleanliness and effective safety procedures are maintained throughout the provision. There is good commitment to improving standards which leads to continuous improvement being maintained, ensuring that children succeed as staff consistently monitor and evaluate the overall effectiveness of the setting.

What steps need to be taken to improve provision further?

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

- develop further planning and assessments records to ensure that they are tailored towards children's individual needs, this includes initial assessments on all new children attending the setting.

The effectiveness of leadership and management of the early years provision

The managers and committee members have an effective understanding of their role and responsibilities and all those involved in the pre-school have a good commitment to improving outcomes for children. Documentation is successfully organised and promotes the efficient and safe management of the provision.

Policies and procedures that are individual to the setting are well maintained and reflect the practice of the staff team. Children are safeguarded because the pre-school have a comprehensive child protection policy detailing the procedures to take if there are concerns regarding a child's wellbeing. Secure staff recruitment and induction procedures are in place and regular reviews are undertaken to ensure the continuing suitability of the staff team. Children are well protected because staff undertake daily risk assessments and ongoing visual checks during the session to ensure that any potential hazards are removed or made safe. Staff are extremely vigilant about the security of the children, as arrival and collection procedures are rigorously implemented. All visitors to the premises are checked for their identification badge and recorded in the visitor's book, to further safeguard children.

The staff team work well together with key roles and responsibilities and they are keen to continue with their ongoing professional development. Self evaluation is undertaken by all those whom work at the provision and parents and children's views are valued. The provision has identified areas for improvement such as, developing the outside area and obtaining more information technology equipment. All areas of the pre-school are utilised well by the staff team in planning and organising activities, as there are clearly designated play areas for children to explore key themes in their play. Staff have a clear understanding of their role in prompting equality and diversity as activities, routines and resources are in place to support all children. The pre-school has a very good range of resources and equipment that is maintained to a high standard.

Engaging with parents and carers is a strong aspect of the provision as staff recognise and value the importance of parents role as being integral to the wellbeing of the children in their care. The procedures for involving parents and keeping them informed of their children's development are good and effective. Parents' views are actively sought through questionnaires or discussions and they are invited to attend special events and meetings. Parents are keen to express their satisfaction and say they are pleased with the care, learning and overall progress of their child and they feel that their child is safe and valued as individuals at the pre-school. Partnerships with others have been developed with nearby primary schools and other local agencies, such as health workers, ensuring that children's individual needs are further met.

The quality and standards of the early years provision and outcomes for children

The provision for promoting children's learning and development is good. A strong aspect of the setting is the focus on the children's emotional wellbeing and confidence. Children are happy, settled and secure, as they enjoy their time at the pre-school. They settle in very quickly into activities as staff successfully capture and sustain children's imagination and interest. Consequently, children are active learners. Children show a good level of curiosity in their learning as they enjoy trying out new activities and play experiences. Many children plunge into a good range of malleable and sensory experiences, this includes sand, soil, salt and

shaving foam with a range of supporting resources, encouraging children's imaginations and self expression.

Planning and assessments arrangements are in place. Although, ongoing development is required to ensure that they are tailored further towards the children's needs and to include children's starting points. Regular and systematic observations are undertaken by the staff and this information is recorded on individual 'Child Matters' profiles. Staff have good experience of working with children whom have special educational needs and/or disabilities or English as an additional language. For example, designated trained staff and implementing Individual Educational Plans. Activity plans ensure that a broad and balanced range of activities across the six areas of learning are covered at all times. The older and more able children do well as they are provided with small group work to undertake more in-depth knowledge such as, problem solving and literacy extension. Children benefit because the staff make good use of the available resources, all areas of plans are attractively laid out for children and staff are skilled in their interactions with them so that their learning is sustained, consolidated and extended. The outdoor environment provides an exciting play area for children where they can play either vigorously on the range of toys or explore the natural world.

Staff's interactions with children are consistently thoughtful and explanations are used at every occasion, staff listen to the children and they value their contributions, lots of praise and encouragement can be heard during the sessions. Younger children are able to contribute to secure relationships with staff who give them their full attention when they try to communicate. Children behave well and understand what constitutes right and wrong. They strive to do their best and to be friendly and care for others. The staff have a positive, consistent approach. They take account of each child's level of understanding, have realistic expectations, speak respectfully to the children and encourage politeness and good manners at all times. Children learn about the wider world as they play with a variety of play materials, musical instruments and books. There is a strong focus on the natural world through the wide variety of gardening and scientific activities. Regular outings are undertaken and festivals and traditional events are celebrated with the children.

Children thrive because conscientious attention is given to health and hygiene routines. Staff regularly remind children to wash their hands when needed and all children know why they have to wash their hands. Nappy changing is hygienically and sensitively undertaken in an area well away from the space used for play or eating. Children know how to keep themselves safe as they practise regular fire drills, move around the physical environment safely and use resources appropriately. Consequently, children develop a good understanding of their own personal safety and they are safe and secure.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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