

Grenfell Preschool

Inspection report for early years provision

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Inspector

Lisa Paisley

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

Grenfell Pre-school opened in 1972. The setting operates from one main hall, within a local memorial hall. It is situated within walking distance of schools and shops in Billericay, Essex. All children share access to a secure outdoor play area. A maximum of 26 children may attend the pre-school at any one time. The pre-school opens five days a week during school term times. Session times are from 9.15am to 11.45am, five days a week, and from 12.30pm to 3.00pm Monday, Tuesday and Friday afternoons.

There are currently 54 children aged from two to five years on roll. Children aged three and four years receive funding for early education. Children attend for a variety of sessions and the pre-school serves the local community and wider areas. The setting supports a small number of children who have special educational needs.

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

The pre-school employs 10 staff, of whom eight of the staff, including the manager, hold appropriate early years qualifications. Five staff members are currently working towards further early years qualifications. The setting receives support from both the local authority and the Pre-School Learning Alliance (PSLA).

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children in the Early Years Foundation (EYFS) are making satisfactory progress in all areas of their development as staff have a suitable understanding of the EYFS requirements and early childhood development. There is a good emphasis on working in partnership with parents and an effective focus on children's emotional development and social skills within the pre-school. Systems are in place for monitoring the overall effectiveness of the provision, however, they are not always reflective of current practice to secure continuous improvement.

What steps need to be taken to improve provision further?

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

- review policies and procedures to include an updated complaints log and formatted risk assessments for outings
- review the deployment of resources and activities to effectively capture children's interests and sustain their learning
- develop further activity planning so that they are purposeful and develop teaching methods to support children's play and learning
- develop further self-evaluations systems to ensure continuous improvements are sustained.

The effectiveness of leadership and management of the early years provision

Documentation is in place and is suitably maintained for the secure running of the pre-school, although the compliant log is not current and formally formatted risk assessments are not yet in place. Children are suitably safeguarded as staff have a secure understanding of their role in safeguarding children. The written safeguarding policy includes procedures to follow in the event of a concern and the role of the designated child protection worker. Risk assessments are in place and are routinely implemented by the staff to ensure that both the indoors play area and the garden area are safe and secure for children. There are secure arrival and departure procedures in place and staff ensure that the main entrance is secure at all times, further promoting children's safety.

The staff team work well together and are committed to supporting children's individual needs; well-being and developmental progress. The manager ensures that the pre-school responds to any changes such as the implementation of the EYFS and there is a secure commitment to staff's continued professional development. All areas of the pre-school are utilised suitably by the staff team in the planning and organisation of activities, although the organisation of routines could be further developed to sustain children's interests and extend learning opportunities within the pre-school. Staff have a clear understanding of their role in promoting equality and diversity as activities, routines and resources are in place to support all children. The pre-school has a range of resources and equipment that is maintained to a suitable standard.

Engaging with parents and carers is a strong aspect of the provision as staff recognise and value the importance of the parents' role as being integral to the well-being 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 regular discussions and they are invited to attend special events and open days. Parents' verbal comments include their child being happy and settled; staff being very approachable and taking time to get to know the children and the parents knowing that children are safe during the session. 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 satisfactory. A strong aspect of the pre-school is the focus on the children's emotional well-being and confidence. Children are happy, settled and secure, as they generally enjoy their time at the pre-school. They settle into activities, however, their attention is not always effectively sustained to extend learning opportunities. Children show a suitable level of curiosity in their learning as they generally enjoy trying out new

activities and play experiences. Many children plunge into a range of malleable and sensory experiences; this includes sand, painting and art and craft activities, with a suitable range of supporting resources, to encourage 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 are meaningful. A key person system is in place and staff undertake regular and systematic observations and this information is recorded on individual development profiles. Staff have experience of working with children whom have special educational needs and/or disabilities, as there is a designated trained staff and Individual Educational Plans (IEP) are suitably implemented. Activity plans ensure that a suitable range of activities across the six areas of learning are covered at all times and children are suitably supported in their play and learning. However, staff could develop and extend the range of teaching methods used to support further children's play and learning experiences. 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; praise and encouragement can be heard during the sessions. Children generally behave well and understand what constitutes right and wrong, although children become restless if activities do not sustain their attention. The staff have a positive, consistent approach, taking into account each child's level of understanding; they 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. Regular outings are undertaken and festivals and traditional events are celebrated with the children.

Children are developing a secure understanding of health and hygiene routines, as 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. They are provided with a suitable range of healthy snacks and drinking water is to hand if they become thirsty during the session. Arrangements are in place to support children with any additional dietary needs, further promoting children's health and well-being. 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 suitable 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

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|--|---|
| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 3 |
| The capacity of the provision to maintain continuous improvement | 3 |

The effectiveness of leadership and management of the early years provision

| | |
|--|---|
| How effectively is the Early Years Foundation Stage led and managed? | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| The effectiveness with which the setting deploys resources | 3 |
| The effectiveness with which the setting promotes equality and diversity | 3 |
| The effectiveness of safeguarding | 3 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| The effectiveness of partnerships | 3 |
| The effectiveness of the setting's engagement with parents and carers | 2 |

The quality of the provision in the Early Years Foundation Stage

| | |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 3 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 3 |
| The extent to which children achieve and enjoy their learning | 3 |
| The extent to which children feel safe | 3 |
| The extent to which children adopt healthy lifestyles | 3 |
| The extent to which children make a positive contribution | 3 |
| The extent to which children develop skills for the future | 3 |

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Annex B: the Childcare Register

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| 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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