

Zebedee Pre-School

Inspection report for early years provision

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Inspector Lisa Paisley

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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*.

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Description of the setting

Zebedee Pre-School has been operating for over 30 years and re-registered under new management in 2009. The setting operates from a large hall within a local community building. It is situated within a residential area near local schools and shops in Wickford, Essex. All children have access to a secure outdoor play area. A maximum of 31 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 Monday to Friday and Thursday afternoon from 12.00pm to 2.30pm and Friday afternoon from 1.00pm to 3.30pm.

There are currently 66 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, full days or out of school care. 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 ten staff, of whom seven of the staff, including the manager hold appropriate early years qualifications. There are three staff members currently working towards a recognised early years qualification. The setting receives support from 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 good.

Children are progressing very well, because of staff's very good knowledge and understanding of the Early Years Foundation Stage (EYFS), early childhood development and children's individual learning styles. Engagement with parents and others; and equality and diversity are outstanding aspects of the pre-school. This contributes significantly to ensuring all children are valued; fully included and receive any additional support they may need. Therefore, continuity of care is effective and all children make very good progress. There are secure systems in place, to ensure continuous improvement to the overall quality of the setting.

What steps need to be taken to improve provision further?

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

- consider the balance of child-initiated and adult-led play based learning
- consider and review the organisation of daily routines to extend children's play and learning experiences.

The effectiveness of leadership and management of the early years provision

Documentation is comprehensive and, policies and procedures meet the welfare requirements. Staff's current practice reflect the policies and, any amendments are swiftly changed and all staff are promptly informed. This ensures good practice is effectively and consistently maintained. Children are fully safeguarded as there are secure procedures in place to protect and promote children's welfare. Written child protection policies include procedures to follow in the event of an allegation being made against a staff member; there is information regarding the Local Children Safeguarding Board (LSCB) and staff will record any existing injuries to a child. Staff know their role in safeguarding children and they fully inform parents of their legal responsibility with regards to child protection. Staff supervise and monitor children closely to ensure their safety and promote their welfare. The indoor and outdoor environment is subject to thorough risk assessments to ensure risks to children are minimised.

There is strong team commitment, the manager and all the staff work effectively well together, therefore, a clear sense of purpose is shared by the staff team. The new manager of the setting has a clear vision of the pre-school and areas for improvement; these are realistic and achievable, such as, developing further planning and assessment arrangements and enhancing the outdoor area. All staff have a clear understanding of each other's roles and responsibilities and are effective in providing an enjoyable play and learning environment for all children where they are fully safeguarded. Staff are committed to continued professional development which will impact on the drive towards continuous improvement. Good management ensures effective staff deployment and promotes the efficient use of staff skills, resources and the environment, although the latter part of the session becomes more adult directed which may stifle spontaneous play and learning opportunities for children.

Inclusion and diversity is an outstanding aspect of the provision and staff instinctively and successfully value all children and families, creating an enabling environment embracing equality. Partnership working with parents and other agencies is outstanding as proactive steps are taken to support and meet all the children's individual needs. Parents are extensively informed about their children's achievements, progress and well-being. Excellent systems are in place for the successful exchange of information between parents, carers and staff, as key information is shared on a daily basis and children's assessment profiles are available to parents. Notices are displayed and newsletters are sent out on a regular basis, to further inform parents. Verbal comments from parents are overwhelmingly positive this includes, children being extremely happy; staff successfully supporting children's individual needs, promoting children's confidence and social skills, working with other agencies and providing an effective play and learning environment for children.

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

Children make very good progress in all areas of their development as staff have very good and effective knowledge of the Early Years Foundation Stage (EYFS). The pre-school takes account of individual children's interests and abilities and promotes learning through child-initiated activities, however, adult-led activities are limited decreasing the purpose and focus of children's learning. Where necessary staff modify equipment and resources, and also provide additional materials to enable all children to successfully participate at their own level. Children settle quickly into activities and their imaginations are captured and sustained as staff successfully organise an enabling environment where children feel confident and are willing to try new experiences, knowing that the effort is valued. All children are very confident within the setting and transitions for new children are managed very well as staff are close at hand to supervise them. They enjoy the range of malleable and sensory experiences, and these includes painting, sand and play dough with a range of supporting resources, encouraging children's imaginations and self-expression.

Planning and assessment arrangements successfully support children's play and learning, planning includes weekly evaluations of activity plans and staff ensure topic work is woven into all elements of activities that are provided. Regular and systematic observations are undertaken by the staff and this information is recorded on children's individual development profiles. Activity plans ensure that a broad and balanced range of activities across the six areas of learning are covered at all times. There are afternoon sessions for the older children to help them prepare for the transition into school; there is a particular focus on independence such as, changing for physical exercise sessions and eating lunch together to support their confidence. Children benefit because the staff make very good use of the available resources, all areas of play are attractively laid out for children. Resources are of a good quality and the provision is very well resourced, ensuring that children have a continuous range of play experiences and opportunities. Excellent systems are in place to support children with additional requirements, this includes designated and trained Special Educational Needs Co-ordinators (SENCO), Individual Educational Plans (IEP) are implemented and regular meeting with parents and other professionals take place.

Staff successfully create a caring, positive, environment that values children's positive behaviour and children's individual characteristics and learning styles. They instinctively understand that some children may need extra support, staff make time to listen to children and respond to them affectionately, in a reassuring manner. All children behave well and understand what constitutes right and wrong, they strive to do their best and to be friendly and care for others as close friendships are formed. Staff take into account each child's level of understanding; they have realistic expectations, speak respectfully to the children and encourage politeness and good manners at all times. Children are confident talkers using a good range of expressive vocabulary to express their thoughts, feelings and recent experiences, for example, a trip to Paris. Children learn about the wider world as they play with a culturally rich variety of play materials, including play people, role

play and books. A range of cultural festivals and traditional events are celebrated with the children, they were particularly excited about Halloween. Special events are also arranged, this includes visits from the local fire safety officers and staff bringing in family pets .Although there is a small outdoor play area, staff have taken effective action to link the indoor and outdoor environments so that children can move freely between them. Children benefit immensely from using the outdoor space in all weathers and staff ensure that children are appropriately clothed.

All children thrive because very good attention is given to health and hygiene routines. There are clear hand washing procedures and children are consistently reminded to wash their hands when necessary. They independently wash their hands and they know the importance of good hygiene practices. Excellent systems are in place for children with additional dietary needs; this includes written health plans, additional training and liaising with others. Effective systems are in place in the event of a child being unwell and/or injured, for example, staff hold current first aid certificates, and systems for recording accidents and administering medication is robust. All children display a good awareness of their own safety, as they negotiate all areas of play safely and they know procedures when practising fire drills. Therefore, actively developing children's understanding of personal safety and promoting healthy lifestyles.

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	1
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	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	1
The extent to which children adopt healthy lifestyles	1
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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