

Spinney Pre-School

Inspection report for early years provision

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Inspector Gill Bosschaert

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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

Spinney Pre-School is privately owned and managed. It opened in 2007 and operates from a demountable building within the grounds of Spinney Infant School in the Mark Hall Moors area of Harlow, Essex. All children share access to a secure enclosed outdoor play area. The pre-school is open each weekday from 9.05am until 11.35am term time only.

A maximum of 20 children aged two to five years may attend the pre-school at any one time. There are currently 36 children on roll who are within the Early Years Foundation Stage. Of these, 12 are in receipt of funding for early education. Children come from the local and wider catchment area. The setting supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language.

The setting employs five members of staff plus one member of bank staff. Of these, four members of staff, including the manager, hold appropriate early years qualifications. There is one other member of staff working towards furthering her qualifications. The pre-school is a member of the Pre-school Learning Alliance. The provision is registered by Ofsted on the Early Years Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The leader and staff are well trained to meet the needs and welfare of the children in their care. Self-evaluation and analysis of training programmes ensure staff are aware of the strengths and weaknesses in the pre-school. Children enjoy a warm, welcoming atmosphere where staff know them well, this enables them to make good progress given their age, ability and starting points. Relationships are secure between the staff, children, and parents and when necessary, outside agencies, to ensure all children's individual needs are met. There is good capacity to improve.

What steps need to be taken to improve provision further?

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

- ensure a single central record is kept of all records of staff suitability
- ensure more opportunities are planned to allow children to develop their independence and self-help skills.

The effectiveness of leadership and management of the early years provision

The leader is well qualified and enthusiastic about her role, which reflects in her positive approach to both children and adults. The recommendations from the last inspection have been fully implemented. Safeguarding procedures are robust.

Effective systems are in place to ensure that all staff are suitably qualified and appropriately vetted, although at present this documentation is not confined to a single central record. Staff have been proactive and some new policies have been put in place to ensure parents are happy with the routines in the club. For example, only the one mobile phone belonging to the club is allowed in the room and throwaway cameras are now used instead of digital cameras so that an audit trail is created for all photographs. A good self-evaluation form is near completion and a training schedule has been created for staff to ensure that they build on their understanding of the development children in the Early Years Foundation Stage. All five staff hold paediatric first aid certificates. Children's attendance is monitored carefully and a form of self-registration is in place.

Parents are greeted warmly and encouraged to talk to an adult before leaving with their child. Parents are kept informed by newsletter, e-mail and text and a website is currently being created. Certificates of completed training are displayed for parents to see. Links with local organisations have provided visits from a dentist and an Army Officer as well as the more usual visits from the Police and the Fire Service. Staff work closely with health visitors and speech therapists to ensure that the provision adequately takes account of individual needs. Children proudly display home made badges for special accomplishments achieved during the session when they go home, thus ensuring parents are able to congratulate and positively reinforce behaviours. Key workers know their children well; they liaise with parents and outside health organisations. They keep observations, assessments and achievements in 'learning journey' folders. Summaries are given to parents termly and the whole folder when children leave; a photocopy is sent to the infants school as a learning record, aiding a smooth transition. Opportunities are arranged for the older children to visit the nursery and for nursery children to revisit the pre-school providing strong links between the club and the school. Appropriate provision is made for children with special educational needs and/or disabilities and children for whom English is an additional language are suitably provided for one member of staff has particular responsibility for inclusion. Planning, showing focus areas of learning and development is clear and well displayed.

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

The pre-school club is well resourced with many items easily accessible to the children. Those that are not so accessible are clearly labelled with pictures and words and a book of the pictures is readily available for children to use if they require something from the shelves for other child-led activities. Children play happily together and with the adults around them who provide additional learning opportunities. Behaviour is excellent; children are encouraged to share and be kind to each other, showing good dispositions and attitudes. This is particularly apparent when new children are tearful. The deliberately high level of staff ensures that all welfare needs of the children are met and they have good opportunities to talk to an adult and develop appropriate vocabulary and listening skills. The secure outside area reflects well the inside curriculum on a larger scale, offering opportunities to develop problem-solving ideas and mathematical vocabulary. A

long wall blackboard and chalks encourage children to enthusiastically experiment with mark making. Opportunities to play with dry leaves, sand and plastic spiders together with prams, scooters and tricycles all help the children explore their world and build a greater knowledge and understanding of the changing season within their own environment.

Tricycles, scooters and prams are carefully put into a 'parking' area when no longer wanted. Children wander freely between the inside and outside areas showing they feel secure and safe in either area. They are able to express to each other the danger of running down the steps to the outside area and dutifully hold hands with the newer members of the club. Children wash their hands before snack time and are also reminded to do so after visiting the toilet. Although the children stack up their bowls and cups themselves following snack time they could further develop their independence by serving each other and washing up their own utensils. Healthy snacks are provided and opportunities taken to reinforce the need to eat healthily. However, there were again missed opportunities for the children to grow in independence by pouring their own drink from small jugs. Music and movement to well-known nursery rhymes and songs ensure children take some additional exercise during the session while also encouraging their development and understanding of the English language. The fun and enjoyment of the session was visible on the happy smiling faces and the laughter while struggling to remember words and actions within this safe learning environment was enjoyed by all present. Children make good progress in a warm secure setting enabling them to develop the necessary skills to readily embark on the next stage of their education.

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	1
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	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	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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