

Stock Pre-School

Inspection report for early years provision

Unique reference number EY395027
Inspection date 16/03/2010
Inspector Lynn Denise Smith

Setting address Dakyn Drive, Stock, INGATESTONE, Essex, CM4 9TB

Telephone number 07939904295

Email

Type of setting Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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

Stock Pre-School is committee owned and managed. It opened in 2009 and operates from purpose designed premises in the grounds of a primary school in Stock, Essex. A ramp to the entrance means that the premises are easily accessible. A secure enclosed outdoor area is used for outdoor play activities.

This provision is registered by Ofsted on the Early Years Register compulsory and voluntary parts of the Childcare Register. A maximum of 20 children aged from two to under five years may attend the setting at any one time. The group is open five days a week from 9.05am to 11.50am and afternoons 12.30pm to 3.15pm with an optional lunch club, during term time only. There are currently 56 children on roll.

There are nine members of staff. Six of the staff, including the manager hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The setting meets the needs of children in the Early Years Foundation Stage to an outstanding standard. Superb knowledge and understanding of the Early Years Foundation Stage enables staff to deliver it effectively, embracing all aspects of the welfare, learning and development requirements. Children's individual interests are followed at all times to enable them to guide and plan their own learning journeys in a fun, exciting and enabling environment. The staff and committee are firmly committed to sustaining the setting's high standards and continuously review and improve practices for children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- extending further children's opportunities to develop knowledge about their local community.

The effectiveness of leadership and management of the early years provision

Children are extremely well-safeguarded by a team of caring and professional staff. All staff demonstrate secure knowledge of the setting's written policies and procedures including their safeguarding practices. They act in the interest of the child at all times and work closely with parents to develop a good and open working relationship. All visitors to the premises are monitored and adults working with children are appropriately vetted and deemed suitable to do so. Children's safety is paramount within this provision and staff conduct clear and effective risk

assessments to ensure their continued safety.

The setting is run by a committee which actively supports a team of nine members of staff. Staff work well together and draw upon each other's strengths and skills to create extensive learning opportunities for all children. The committee and staff have very clear plans for their future which include developing a vegetable patch in the garden and creating further training opportunities for staff to develop their knowledge. All staff, parents and children play an active role in the self-evaluation process and are asked to provide the setting with feedback about practices which could be further improved. Staff work well with outside agencies and seek advice from relevant professionals such as speech therapists in order to identify and meet individual children's needs.

Resources, including staff are superbly deployed throughout this provision. Children safely access an exciting and stimulating range of toys and play equipment from the low-level storage containers situated around the play room. All drawers are labelled with pictures and writing enabling children to clearly identify their contents and to return toys to the correct storage drawer. An excellent adult to child ratio ensures that children are well-supervised and supported at all times. Staff are clear about their daily tasks as they work to a rota ensuring that all aspects of the provision are effectively met. All children are treated with equal concern and have their individual needs very effectively met. Staff gain excellent information about the children through open discussions with their parents and through a clear 'all about me' information sheet. Superbly resourced and presented activities enable children to explore other people's cultures and religions.

The staff work very effectively with parents providing them with extensive information about the setting, its operational plans and how their children are learning and developing. Parents are encouraged to play an active role in the provision both on the management committee and by coming in to the setting to work with the children. Staff have excellent links with the local school and other early years settings. They share relevant information to promote the well-being of children.

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

Children have a wonderful, exciting and stimulating time at this pre-school. Staff know the children extremely well and endeavour to offer them a range of activities which are tailor made to meet their needs. Staff demonstrate excellent knowledge of the Early Years Foundation Stage and deliver it with confidence. They are completely guided by the children which enables them to facilitate children's learning and effectively support their progress. Children have superb opportunities to make choices about whether they play indoors or outdoors as staff offer access to the exciting outdoor area throughout the session. When choosing to play outdoors children are provided with an outdoor classroom which enables them to explore all six areas of learning. Children are very imaginative and have excellent opportunities to express themselves through role play and dressing up. Staff make good use of the role play resources to enable children to act out real and

imaginary scenes which are often linked to a particular theme or topic of interest developed by the children. Staff make clear observations of children's play and use these to effectively plan for children's next steps in learning. The children's learning journeys are well-presented in a fun and exciting way and shared with parents. These show an excellent story of each child's individual learning path during their time at pre-school through photographs, observations and examples of children's drawing and writing.

Children feel and are extremely safe within this provision as staff conduct thorough daily safety checks. Robust security procedures ensure that children are not able to leave the premises unsupervised and that unwanted visitors are unable to gain access. Children develop superb knowledge about how to keep themselves safe as they follow the staff's clear directions and become actively involved in lively discussions on safety. Children enjoy a healthy lifestyle during their pre-school day. They have excellent opportunities to enjoy fresh air and keep fit and active when they access the outdoor area throughout the session. They eat healthy snacks at pre-school such as fresh fruit and bread sticks. A relaxed snack bar system operates throughout the session enabling children to make choices about when they sit down to enjoy their snack. They have good opportunities to be actively involved in helping to prepare some of the snacks and proficiently pour their own drinks. Children discuss healthy practices such as hand washing with the staff and know that this practice is important to reduce the spread of germs.

Children are extremely settled, relaxed and confident in their pre-school setting. They approach staff with ease and participate in cheerful discussions with them and with other children. Children understand the setting's rules and are mindful of each other's needs. Staff guide them effectively to ensure that they develop their understanding of sharing and turn taking through everyday activities. They are encouraged to be kind and considerate towards each other and staff act as excellent role models, speaking to them and to each other in a pleasant manner. Children's understanding of other people's differing needs is superbly supported through books, resources and activities which promote equality and diversity. Children participate in an extensive range of activities which help them to develop secure skills for the future across all six areas of learning. They enjoy mark making which leads to emergent writing in various forms, for example, they draw letters in sand and shaving foam. They are encouraged to write their own names on their pictures and to label work. They play and learn in an environment which is very rich in print enabling them to understand that print carries meaning. Children excitedly look at books and attentively listen to stories, they understand how to look after books and that books contain fun stories as well as useful information. Children have some opportunities to extend their knowledge of the local environment through visitors to the setting, however, visits and trips off of the premises are conducted less frequent.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
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	1
The extent to which children develop skills for the future	1

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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met