

Jubilee Friends Pre-School

Inspection report for early years provision

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Inspector Lynn Denise Smith

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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

Jubilee Friends Pre-School is operated by Jubilee Friends Limited. It opened in 2009, operating from the Scout Hut in Galleywood, Chelmsford, Essex. A maximum of 20 children may attend the pre-school at any one time, which opens five days a week during school term-times on Mondays to Fridays from 9.05am until 11.35am and from 12.15pm until 2.45pm each day except Wednesday afternoons. On Mondays and Fridays, the children meet the staff outside the local Infant School to enable them to have the experience of school dinners and to use the school facilities.

Children attend the pre-school, which serves the local community and surrounding areas, for a variety of sessions. The setting supports a small number of children who have special educational needs and/or disabilities and children who have English as an additional language. This provision is registered by Ofsted on the Early Years Register and receives support from the local authority.

There are currently 32 children on roll from two years to five years. There are six members of staff employed four of the staff including the manager hold a relevant early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This pre-school setting effectively delivers the welfare, learning and development requirements of the Early Years Foundation Stage. Staff know the children and their families well and are developing systems to enable them to follow children's likes and interests through individual planning. The setting has recently seen a change in ownership which has resulted in many of the systems being reviewed and evaluated. This is enabling the new owner and staff team to identify areas for improvement and make necessary changes which are having positive impacts on the care and welfare of the children attending.

What steps need to be taken to improve provision further?

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

- review the organisation of snack and meal times to ensure every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs
- extend opportunities for parents and others across different settings to share what they know about the child and become involved in identifying the next steps in their learning and development.

The effectiveness of leadership and management of the early years provision

Children are appropriately safeguarded as staff demonstrate sound knowledge and understanding of their responsibilities with regards to protecting the children in their care. They are knowledgeable about the appropriate action to take if they have concerns about a child's welfare and follow current guidance on this subject. All adults working with children are vetted appropriately and cleared through the setting's recruitment procedures and proof of their clearance is held on file.

The setting has been operating under the current ownership since September 2009. Many of the staff and the current owner worked together at the setting when it was previously committee owned and run. The staff team work well together and have enjoyed implementing changes which have brought about improvements for the children. The owner and staff are in the process of developing systems for evaluating and reviewing the provision and using self evaluation as a means to identify areas for improvement.

The toys, equipment and resources have to be set out each day before the children arrive and cleared away again at the end of the session. Staff ensure that they present a varied and interesting selection of equipment each day which enables children to participate in fun and stimulating activities. The equipment is effectively and attractively presented to enable children to freely access it and to make clear choices over their play and learning. Effective staff deployment ensures that children are well supported in their play and appropriately supervised. The setting is committed to promoting equality and diversity through an interesting range of resources, activities and equipment. Parents are encouraged to attend the setting to share expertise about their home backgrounds or to generally share skills and strengths with the staff and children.

The setting has good links with local schools and works very closely with its main feeder school. Children attending this school are provided with very good transition opportunities which enable them to settle well into their new surroundings. The new owner and staff work very effectively with development workers from the local area partnership and the Pre-school Learning Alliance. Links are being developed with other settings who provide care for children within the Early Years Foundation Stage. Parents are very complimentary of the setting and the way in which staff are approachable and helpful. They feel well-informed about their children's pre-school experiences and feel comfortable about discussing their children's progress and development with their key person.

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

Children's welfare, learning and development is met to a good standard. Staff are knowledgeable about the needs of the children in their care and work very effectively with their parents to identify and accommodate their requirements. Children are actively engaged in a good range of both adult-led and child-initiated

play and learning in a relaxed and friendly environment. They move confidently around the setting making choices over their play and learning. Staff have plans in hand to enable children to make more informed choices over their play in the future. They intend to photograph the equipment and enable children to play an active role in planning the session by selecting the toys they want to be made accessible. Children enthusiastically enjoy their time at pre-school and participate well. They are imaginative and use the resources available to them to develop and extend their play. For example, a small group of children take some resources from the role-play area and create their own welcome circle, whereby one child calls the register and tells the other children what toys and activities are going to be available during the pre-school morning. The other children in the game listen attentively and answer clearly to their name. Staff facilitate this type of play by following the children's lead and encouraging them to develop their thoughts further. Children enjoy being constructive and building towers and models to share with their friends. They chat confidently and talk about real and imaginary experiences which have happened to them at pre-school and within their home life. Staff are developing a system for using observations to plan and inform children's individual planning. This system does not currently involve parents and other carers in the process, however, plans are in hand to further improve this.

Children are and feel safe within the setting as staff ensure that the provision is clean, safe and secure. They develop an understanding about keeping themselves safe as they follow the staff's clear directions, for example, they talk about walking carefully indoors and holding hands with a friend to walk to the local play park. Children thoroughly enjoy being fit and active as they participate in physical exercise sessions and also when they play on the field surrounding the provision. They develop their knowledge of keeping healthy through lively discussion with staff, for example, they understand that they shouldn't use too much spread on their toast as it is not good for them. Whilst the organisation of the mid session snack time provides opportunities for the children and staff to sit together and enjoy these discussions, the organisation of this time provides limited opportunities for children to develop independence skills such as pouring their own drinks.

Children are very settled and content within the provision and generally part from their parents and carers with ease. New and unsettled children are comforted and reassured and staff use their professional judgement well to ensure children's transition from home to pre-school is suitable for each individual child. Children confidently approach staff and enjoy the interaction they receive from them. Staff provide a good range of activities which enable children to develop their knowledge and understanding of other people's cultures and religions. Toys, books and resources reflect diversity and enable children to extend their understanding of equality of opportunity. Children enjoy participating in activities which enable them to develop skills for the future. For example, they use paper, pens and clip boards around the setting to promote pre-writing skills. They enjoy looking at books and listening to stories. They understand how books work and that it is important to look after them. Children participate in some local trips and outings, for example to the shops and library. Visitors to the setting extend the children's knowledge and understanding of the local community and people who help them.

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	3

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	3
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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