

# Flitch Green Pre-School

Inspection report for early years provision

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**Unique reference number**

EY396577

**Inspection date**

28/01/2010

**Inspector**

Sarah Williams

**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*.

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## **Description of the setting**

Flitch Green Pre-School is run as a charitable organisation. The provision is registered by Ofsted on the Early Years Register. It opened in 2009 and operates from a classroom in the grounds of a newly-built primary school in Little Dunmow, Essex. A secure enclosed outdoor area is used for outdoor play activities.

A maximum of 30 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 09.00 am to 03.00 pm during term-time. Children receive government funding for nursery education. There are currently 53 children on roll.

There are eight members of staff caring for children. One of the staff has Early Years Professional Status and all other staff hold other appropriate early years qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children benefit from excellent opportunities to make maximum progress in both their learning and development. Children's uniqueness is recognised, and the extremely high quality of leadership and management ensures that every child is fully included and receives support for their individual welfare and learning needs. The setting demonstrates an outstanding capacity to improve due to a strong emphasis on team work and the thorough evaluation of its strengths and ability to take action where areas for development are identified.

## **What steps need to be taken to improve provision further?**

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

- continue to develop the environment, including displays and resources, to maximise learning opportunities for children across all areas.

## **The effectiveness of leadership and management of the early years provision**

The leadership and management is exceptional: the owner has high aspirations for quality through continuous improvement and a strong commitment to equality and diversity. A clear and achievable strategy, with realistic aims and objectives, is identified within the self-evaluation and shared by all staff. All children's individual needs are met exceptionally well, through strong and highly effective partnerships with parents and other agencies involved in the care of the children. All resources, including the talented and dedicated staff team, are very well-utilised to ensure a seamless session for the children, whether a whole day or shorter period of

attendance. Staff development is positively encouraged and well-supported. Staff seek out and make good use of training opportunities whenever possible, as they work toward and sustain ambitious targets and the appraisal system is thorough and effective in addressing individual's professional development needs.

Excellent, well thought out working practices and robust systems are in place with regard to partnership working. This ensures every child receives a consistent and high-level of individual support throughout their attendance. Clear, robust policies and procedures in place underpin the setting's practices with regard to safeguarding. Training is maintained, and a successful induction programme is in place for new staff. Comprehensive recruitment, vetting and induction procedures are thorough and effective. No member of staff is left unsupervised with children until all checks have been completed. The strong emphasis on keeping children safe and secure is also evidenced through the thorough risk assessments in place.

Every member of staff demonstrates high expectations for the setting's success, motivated by the manager, and as a result outcomes for the children are positive and ensure they are supported to reach their potential. Progress and development since registration have been remarkable; the setting has quickly become established as an integral part of the school, with the result that children benefit from contact with the whole community, including their siblings, families, visitors and school staff. The setting is stimulating, child-friendly and inviting, although child-generated displays are few and more would improve the appearance of the classroom and motivate the children. Furniture, resources and equipment are of excellent quality, they are durable, safe and appropriate for the children's use; adaptations for non-mobile children ensure accessibility and inclusion for them at every stage of the day. Children have use of a well-resourced covered outdoor learning area that they are able to access throughout the day all year round, as staff deployment is highly effective and free-flow play is encouraged, allowing children to be active learners and self-motivated.

The setting effectively promotes equality and diversity, and successfully ensures all children integrate well. Some children have additional needs or English as a second language, so support systems have been developed which ensure their inclusion and full participation, seeking outside help from a range of professional services where appropriate. The staff are able to successfully identify and close gaps in learning due to their innovative assessment and record keeping based on meaningful and detailed observations. Planning is initiated by the key persons following children's interests and ideas; the staff value the children's participation and respect their contributions. The topic-based activities are fun and exciting, adding to the core curriculum, which offers continuous provision across all areas of learning. Consequently, the outcomes for children are highly positive.

The staff are sensitive to the needs of the families and local community, which is based on a new and rapidly developing mixed housing scheme. They are fully committed to working in partnership with others, and have developed communications systems to ensure children's care and welfare needs remain paramount. Parents, carers and children are involved in decision making processes, and staff value and act upon suggestions made whenever possible. For example, a

recent questionnaire highlighted several issues regarding start and finish times, and changes were made to accommodate parental wishes.

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

Children positively relish their time at the setting, and respond enthusiastically to the learning opportunities, activities and resources available to them. They engage with the Montessori materials in a spirit of exploration, for example, finding out the properties of shape, colour, relative length and weight, through free play and investigation. They mix their own colours and paint at the low level painting wall, or use found materials and 'office' equipment to make models, such as a garage, of their own design. Children show pride and ownership of their work, and stow items away in their personal drawer ready to take home. They are inquisitive learners and ask questions. A set of Russian dolls proves fascinating to one child, who demonstrates his developing understanding of relative size as he arranges the dolls and assigns them as family members, mother being the largest and himself as the smallest.

Children develop excellent habits, which will promote their health and well-being. They participate in movement sessions, mimicking the movement of penguins as they learn about Antarctica. They take part in yoga classes, becoming aware of body control and breathing patterns. At snack time children pour their own drinks and set and clear the table, showing a good understanding of routine. Their individually decorated and named glasses promote a sense of self-esteem and belonging. Simple pictorial cues in the bathroom area remind children of hand washing routines. Children show that they can independently take care of their personal needs, taking a tissue and disposing of it as they need to. Staff are always on hand to assist as required but remain unobtrusive, allowing children to work and play without dominating them.

Children demonstrate perseverance and excellent concentration as they are given time and space to complete activities, for example, writing and drawing as they chat about their interests and ideas, home and family life. The children spontaneously use a hand-held vacuum cleaner to tidy up paper scraps after a cutting session, demonstrating their desire to keep the environment clean and pleasant. They ask to be allowed to wash the tables, and vigorously clean them with the special cloths provided. Children dress appropriately for outside play, and remind one another to 'put your outside shoes on'. An inviting book area is available for children who wish to relax on the comfortable seating. A low level box contains the children's home produced books of photographs, each telling their personal story from home. These are eagerly shared with one another and with visitors, and provide a superb opening for language and vocabulary development. Circle time rounds off the sessions, and is a valuable time, for both speaking and listening. Children participate actively by choosing the songs from a selection depicted on small cards, which are placed in the song box.

The Montessori based curriculum emphasises children's independence and self-motivation, and is effectively linked with the Early Years Foundation Stage to

deliver excellent results for the children, helping them to achieve the early learning goals and ensuring all areas are covered. This is achieved by an innovative mapping system which all staff are trained to use and which gives a comprehensive overview of every child's progress, achievements and next steps in learning. Children are consistently busy and engaged in their work and play. Children make excellent progress in relation to their starting points and capabilities; the school's head teacher verifies this and is impressed that after only three months attendance very young children were able to participate in the school's full-scale Christmas production, demonstrating maturity and extremely good behaviour. Diligent staff attention and respect for each child's uniqueness ensures all children have a strong sense of belonging and feel safe within the setting. A sensitive approach to individual family circumstances, since many children have fathers working away from home for extended periods, ensure children's individual needs are recognised.

Children have a stimulating and child focused environment, which allows them to develop in all the six areas of learning, supporting their skills for the future. All staff have a sound and expert knowledge of the Early Years Foundation Stage, as well as the specialist Montessori knowledge, and their enthusiasm, dedication and inspirational teaching motivates children to learn effectively and make excellent progress in a warm and caring environment.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	2
The effectiveness of safeguarding	1
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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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