

Heybridge Pre-School

Inspection report for early years provision

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Inspector

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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

Heybridge Pre-School was registered 2009. This is an established setting that opened in 1979, before changing ownership in 2009. It operates from a demountable classroom within the grounds of Heybridge Primary School, in Maldon, Essex. All children share access to a secure, enclosed outdoor play area. The pre-school is accessed by steps. A maximum of 22 children may attend the setting at any one time, which offers places for children on the Early Years Foundation Stage Register. There are currently 71 children on roll, with the setting opening each weekday during school term times from 9.05am until 11.35am and from 12.35pm until 3.05pm. The pre-school can support children who have special educational needs and/or disabilities and also children who have English as an additional language. The setting employs eight staff, of whom all hold appropriate early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the quality of the provision is good. The setting is effective in ensuring children progress well through the Early Years Foundation Stage and provision for their emotional well-being is good. Children are settled, happy and confident as the dedicated staff team ensure their individual needs and requirements are supported within a happy, fun and inclusive environment. Some outstanding opportunities for communication and partnership with parents enhances the children's time at the setting. Staff members are committed with regard to inclusion and endeavour to support each child's individual needs. Good and effective systems for self-evaluation are used to ensure continuous improvement of the setting.

What steps need to be taken to improve provision further?

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

- review the organisation and planning of the outdoor learning environments to provide children with opportunities to initiate their own play and follow their own interests, and gives equal attention to all six areas of learning.

The effectiveness of leadership and management of the early years provision

The manager and her team of staff are dedicated and motivated to develop the pre-school and provide a high standard of childcare and education. The provision of good policies which underpin the settings practices are offered to the parents to ensure they are informed with regard to the pre-schools procedures. Staff are extremely committed to working in partnership with parents and carers as they understand the importance and benefits of partnership working. Parents have many opportunities and are encouraged to contribute and support their children's

learning.

The friendly, approachable staff are on hand daily to give verbal feedback, in addition, parents can view their children's file and development records on request and are able to add comment to their child's 'home, school books'. Very good strategies are in place to encourage parental involvement to support their children's learning at home and at the initial assessment process. A parent helper rota is very well supported and all parents speak very positively about every aspect of the pre-school. In particular how happy their children are at attending pre-school.

Very good procedures are in place for recruitment, induction, appraisals and training. The commitment of staff to attend training ensures that children are cared for by an experienced staff team, who strive for excellence. A robust, informative safeguarding policy is understood by all staff members and ensures the children's well-being is not compromised. Ongoing training with regard to safeguarding ensures staff are fully up-to-date with recent legislation. Excellent security procedures such as staff monitoring exists, a visitors book and visitors' induction ensures children's safety is paramount. Superb risk assessments are regularly completed to ensure the environment and activities both indoors and outdoors remain safe for children. Children are secure within their environment and are learning about keeping themselves safe. For example, this is effectively achieved when they sing 'watch that road' and 'say no to strangers' songs at home time. These help reinforce their understanding of staying safe.

Evaluation of the provision enables the staff to identify areas for improvement and detailed self-evaluation and action plans are in place. Emphasis and consideration is given to the views of the children, parents and staff to ensure a quality service is provided. The introduction of parental questionnaire ensures parents have an opportunity to express their views with regard to all aspects of the setting. Children are asked within circle time what they have enjoyed during the session and what they may like to do at their next visit. Their views are valued and staff endeavour to action their requests wherever possible. This demonstrates the staff's commitment to evaluation and a child-centred approach.

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

Children are able to play and learn in a bright child-friendly and welcoming environment. Staff are very intuitive of the children attending and have a good understanding of child development and how children learn. Children are provided with a good range of play and learning opportunities as staff use their knowledge to support the children's interests. For example, children express an interest in trains and making a train track, staff are on hand to assist with resources such as carpet tiles and train tracks, as the children wish to play outdoors. Children have great fun sitting together making models with the 'cog construction'. They proudly show you their finished models and staff take photographs as a keepsake for the children. Free play enables the children to make choices and direct their own learning and play. Children confidently ask staff for resources if they cannot reach

the toys of their choice. They are respectful of the toys, happily packing away after themselves. As a result, children are happy and enthusiastic to learn.

Staff are committed to provide a fun, happy environment for the children and are attentive, respectful and listen to the children. As a result, children appear confident and are developing good self-esteem. A good process is in place to ensure assessment, observation and planning for the next steps of learning. Very good strategies are in place to involve parents with and support their children's learning. Parents are provided with a prospectus and regular newsletters informing them of the activities and terms' themes.

Children play in a bright and stimulating environment. The large playroom is inviting and child-friendly, there are some defined areas such as a well stocked book corner and imaginative play area. Some good opportunities are available to the children outdoors as they enjoy playing with the ride-on toys, climbing apparatus sandpit or digging the mud. They have great fun searching for bugs and squeal with delight when finding snails and ants under the log pile. Raincoats and Wellington boots are encouraged enabling children to play outdoors comfortably in all weathers. Some opportunities are available to the children to explore within the outdoor environment such as visiting the local school, shop and playing on the fields. However, activities and opportunities within the outdoor environment that cover all six areas of learning, are not always included within the daily plans.

Children's health and welfare is promoted well. They are able to access drinking water throughout the day and enjoy a selection of tasty nutritious snacks. Children are encouraged to make healthy choices about what they eat and drink. They sit together to share snacks such as a variety of fresh fruit or vegetables. They take responsibility for themselves and enjoy washing their own plate and cup when they have finished.

All equipment is of good quality and maintained. Children are greeted by smiling staff and happily come into the setting and engage in an activity. There is a happy and calm atmosphere throughout the session. Children are able to learn about and celebrate some different cultures and traditional days as these are incorporated within the planning. This enables the children to have an understanding of the world around them and embrace differences. They have regular opportunities to learn about the wider world as they play with toys and resources that are representative of diversity. All staff are dedicated and are consistently polite and respectful toward the children. As a result, children's behaviour is very good.

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	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	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	1
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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