

# Emmer Green Pre School

Inspection report for early years provision

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<b>Inspector</b>	Sheena Bankier

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<b>Type of setting</b>	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*.

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**

Emmer Green Pre School opened in 1966. It operates from the Youth and Community Centre in Emmer Green, near Reading. The preschool is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The preschool is open Monday to Wednesday and on Fridays, during school term times. No sessions take place on Thursdays. Sessions are from 9am to 11.30am and 12.30pm to 3pm. There is an option to stay for lunch club in between sessions and stay all day. Lunch club sessions are from 11.30am to 12.30pm. There is an enclosed garden area for outdoor play.

The preschool is registered for a maximum of 32 children at any one time from two years up to eight years of age. There are currently 55 children on roll in the early years age group. Children attend from the local surrounding area. The setting is able to support children with special educational needs and/or disabilities, and children with English as an additional language.

The preschool employs 12 staff. Of these, 10 staff hold appropriate early years qualifications. Two staff are working towards gaining qualifications.

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

Overall the quality of the provision is outstanding.

Children are extremely happy at the preschool. Excellent observation, assessment and planning systems ensure children make extensive progress in relation to their starting points. Staff and committee members are extremely dedicated. They strive for and maintain high standards at the preschool. Policies and procedures are thorough and promote children's good health and safety very effectively. Partnerships with parents and others are exceptionally cohesive to ensure consistency and continuity in children's care and learning.

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

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

- reviewing the teamwork between all staff so that the children's developing use of English and other languages support each other.

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

Staff have a full and thorough understanding of their responsibilities to safeguard children's welfare. All staff have completed safeguarding training and demonstrate a comprehensive understanding of the procedures to follow in the event of concerns arising. Staff training enables them to manage and implement

appropriate procedures, such as first aid and Common Assessment Framework (CAF) training. As a result, staff fully address and support children's individual needs, good health and well-being. Daily and monthly risk assessments very securely promote children's safety. Consistent rules and boundaries along with staff explanations, discussions and questions ensure children consider their own safety well. For example, children learn to take appropriate risks when playing with sticks, but also understand the potential dangers to themselves and others.

Excellent communication ensures the committee and staff work extensively together. Time and resources are utilised purposefully and the preschool is very well organised. Staff have an excellent understanding of their roles and responsibilities and work very well together as a team. The committee is proactive in encouraging staff development. Staff regularly undertake training to further underpin their very good practice. Ongoing meetings enable the preschool to fully identify improvements very effectively and they purposefully address these. The preschool values and takes into full consideration the views and opinions of children and parents. As a result, the preschool utilises self-evaluation extremely well and maintains optimum continuous improvement.

The preschool welcomes and celebrates the similarities and differences of the children and their families. As a result, the preschool effectively integrates and includes all children and ensures children feel highly valued. The preschool's Special Educational Needs Coordinators (SENCOs) are highly experienced and effective. They work very closely and sensitively with parents and other professionals to ensure children benefit from tailored support. Resources and procedures to support children with special educational needs and/or disabilities, and children who speak English as an additional language are very well considered, such as visual timetables. Children's key persons have an excellent understanding of children as individuals and meet their needs effectively. At times when the key person is absent other staff do not always have such a full understanding of how to support children who speak English as an additional language, such as children's level of understanding or key words in home languages.

Partnerships are proactively forged. The preschool recognises the importance of excellent partnerships with parents and others. The preschool very positively welcomes parents' involvement, such as sharing skills or taking part in the parent rota. A wealth of information is available to parents and is accessible through different sources, for example, a comprehensive welcome pack, notice boards, website and newsletters. The preschool seeks comprehensive information about children's needs and development. As a result, the preschool supports children very effectively as individuals.

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

Children develop high levels of self-esteem and confidence at the preschool. Staff frequently and warmly acknowledge their kind behaviour, achievements and efforts. A full range of all children's work is on display, such as emergent writing, pictures and paintings. As a result, children feel fully valued. Children demonstrate

a good understanding of their own needs and others, for example, they wait patiently to take a turn at painting. They confidently approach adults to seek support and help when necessary. Children's behaviour is extremely good. They listen and sustain their concentration well. Children have clear rules and boundaries and staff gently remind them of these when required. Children take part in discussions which enables them to understand the boundaries in place and to contribute to these. They join in 'tidy up' time enthusiastically and demonstrate a very secure understanding of the routines in place. As a result, children make a positive contribution to their setting and feel safe and secure.

Children are very happy and settled at the preschool. They initiate their own play and ideas, and make choices, for example, to play indoors or outside, benefiting from the free-flow experience this brings. Children utilise the outdoor area extremely well and benefit from plenty of fresh air and physical activity. They access a wide range of resources that reflect the six areas of learning, for example, using their creativity to 'cook' on the 'barbeque', they develop understanding of mathematical concepts with the large dominoes and mark make with chinks. Physical play equipment enables children to develop control over their bodies, as they balance along beams, ride scooters or play with balls. Children have lots of fun enjoying team games with staff, such as football or races using the space hoppers. Children's knowledge and understanding of the world they live in is fully underpinned outside, such as growing vegetables and observing the 'wild' area of the garden. Children's understanding of a healthy lifestyle is underpinned very well. They take part in activities to extend their understanding of healthy options and about where food comes from, such as helping to prepare snack. Regular routines and discussions ensure children understand the importance of good personal hygiene, for example, hand washing.

Staff know children very well as individuals. They work closely with parents to support children as individuals. One-to-one staff and individual play plans ensure children with special educational needs and/or disabilities benefit from effective support. This enables children to fully develop and progress in relation to their starting points. Staff involve themselves in children's play and activities extremely well. They introduce skilful questions to extend and support children's knowledge and understanding further. Focused group times enable children to develop very good confidence in talking and participating in a group. Staff use these times constructively to engage children in their learning, such as extending vocabulary during a game to describe animals found hidden in a box, pencil control activities and games to match and order numbers. Children develop extremely good skills for the future. They benefit from extremely good preparation for transitions to full time education and children demonstrate confidence in the approaching change. The preschool has excellent partnerships with other settings. They provide exceptional support to children at times of transition, for example, they arrange regular and extra visits to schools and make books with photographs of the schools.

Children's progress records are excellent. They very securely and clearly track children's progress towards the early learning goals. Ongoing observations are very evaluative and, therefore, identify children's achievements accurately. Staff use the thorough assessments purposefully to feed into short term planning for children's

next steps in learning. Children's records are always available to parents on request and regular open days enable parents, children and key persons to talk about children's progress and achievements together. This enables parents, children and staff to all contribute their understanding to provide a very clear picture of children's progress, and to identify consistent future steps in learning and development.

## 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	1

### 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	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

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