

Johnstone Road Pre-School

Inspection report for early years provision

Unique reference number	119487
Inspection date	02/07/2010
Inspector	Suzanne Joyce Stedman
Setting address	Methodist Church Hall, The Broadway, THORPE BAY, Essex, SS1 3HQ
Telephone number	01702 582791
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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*.

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

Johnstone Road Pre-School opened in 1972. It operates from rooms in a church facility, in Thorpe Bay. The pre-school serves the local area.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 32 children may attend every weekday term time only. There are currently 53 children from two to under five years on roll. This includes 37 funded children. Children attend for a variety of sessions. The setting support children with special educational needs or who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 9.00am until 11.45am.

There are 11 staff that work with the children nine of whom have appropriate qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, relaxed and settled in the welcoming pre school environment. They enjoy a good range of activities and learning experiences which effectively help them to make good progress towards all areas of their learning. The outdoor area is well used with free flow so children can chose either inside or outside play. Parents are valued as partners in their children's learning and close links with local schools enable a smooth transition for children as they progress into full-time education. The group continually self-evaluate their practice to ensure children are provided with suitable activities to meet their unique needs.

What steps need to be taken to improve provision further?

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

- develop activities and resources to show similarities and differences
- develop children's assessment records to clearly identify next steps.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as all staff have good knowledge in safeguarding procedures. No persons that have not had appropriate checks ever have unsupervised access to the children. Risk assessments are carried out repeatedly ensuring that potential hazards to children are identified and appropriate action is taken for both inside and outside activities. As a result, children play in a safe and secure environment where their safety is given high priority. Staff are appropriately

deployed throughout the sessions to ensure that children are well supervised at all times. All the required documentation is in place. Children's assessments are in place, however, they do not currently fully identify their next steps.

All staff employed are suitably qualified and experienced. They are highly motivated and work together well as a team. They have a good understanding of the Early Years Foundation Stage and of how to support children's development successfully. They act as good role models, use effective methods to help children learn via play and exploration. As a result, children are at ease, confident and make good progress. Sensitive settling-in procedures are developed for each child in conjunction with their parents or carers. The unique child is paramount in the group and children have freedom to make choices and experiment within safe boundaries. They have opportunities to learn about different cultures and traditions although there are limited activities and resources relating to similarities and differences.

Although they are unable to display very much of the children's art work or other visual aids the environment is planned to offer children a stimulating and welcoming environment. Furniture, toys and equipment are in good condition and well organised to enable children to play in comfort and safety and make real choices in their play, consequently developing their independence and decision making. Parents receive good information via the notice board and in conversation with the key workers and staff. All parents spoken to were very pleased with their children's care and education. Detailed information is provided by parents before children start to enable staff to gain an understanding of children's needs, abilities, likes and dislikes. Parents are able to speak to staff on a daily basis. The pre-school has formed links with outside agencies and other settings delivering the Early Years Foundation Stage.

The pre-school uses self-evaluation systems to reflect on their practice. Strengths and areas for improvement have been highlighted and the setting recognises the importance of ongoing evaluation to further enhance the quality of the provision for children.

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

Children are happy, confident and settled in the child-centred, welcoming environment. Staff set out an interesting and stimulating variety of activities at each session which covers all areas of children's learning and development. Staff skilfully allow activities to move on as the children develop and become engrossed in their own ideas. Planning is balanced across all areas of learning and focuses on children's interests which ensure activities are meaningful and children are actively engaged. Staff know the children well and effectively support children's learning through their active play and exploration. They promote learning by asking questions. For example, the children making papier-mâché were asking 'what makes it go hard' and in the water tray 'why does this float and that doesn't'.

Children talk and listen to staff well. The snack time is a good use of socialising

with children talking about and making their own sandwiches. Children enjoy books as they sit in the cosy book corner, they use mathematical language as they use construction and put puzzles together such as behind, in front, underneath and counting the pieces they had inserted into the frame. Children are praised frequently for their efforts and achievements, promoting their self-esteem. They are becoming independent learners as they eagerly select resources and initiate their own games, such as, fishing with the fishing nets in the paddling pool. Children are very involved in the local community, visiting the local beach and nearby parks. Children enjoy being creative as they make miniature gardens.

Children are developing a good understanding of how to keep themselves and others safe whilst inside and outside the pre-school they talk about the green cross code and listening to the staff and traffic on outings. They are offered healthy snacks, such as, toast and fruit and are encouraged to manage their personal hygiene routines well with free access to the toilets and wash basins. They enjoy energetic games inside and outside using a good variety of large muscle movement equipment. Children behave well because they are motivated and busily occupied. Staff provide good role models and help children to share and take turns. Positive activities are shared as children help to clear away at the end of the session which promotes good skills for the future.

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	2
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	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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Annex B: the Childcare Register

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