

# Little Clacton Pre-School

Inspection report for early years provision

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**Unique reference number**

650093

**Inspection date**

25/06/2010

**Inspector**

Gary Kirkley

**Setting address**

Engaines Primary School, St. Osyth Road East, CLACTON-ON-SEA, Essex, CO16 9PH

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Little Clacton Pre-School Limited opened in 2000. It operates from a double demountable classroom within the grounds of a primary school in Little Clacton, Essex. The pre-school serves the local area. There are plans to remove this building and to replace with a newer structure of roughly the same capacity in the autumn.

There are currently seventy two children from two to under five years on roll. The setting is able to support a number of children with special educational needs and / or disabilities and those for whom English is an additional language.

The setting opens Monday to Friday during school term times only. Sessions are from 8.30am to 12.00pm or 1.00pm and 12.00pm or 1.00pm to 3.30pm.

Eight full and part time members of staff, including the manager, work with the children. Five members of staff have early years qualifications to National Vocational Qualification Level 2 or 3. Two staff are currently working towards a recognised early years qualification. The setting receives support from the Pre-School Learning Alliance (PSLA) and professional specialists for children with special educational needs.

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

Overall the quality of the provision is good.

All children are able to make progress at their own pace and are well prepared for the next stage in their education. Since the last inspection the setting has done much to improve, and this great capacity to improve further is shown by the raising of funds to build a brand new nursery in the summer. The setting is highly inclusive and able to take children with special educational needs and/or disabilities and those for whom English is an additional language.

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

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

- develop further the outside play area
- explore opportunities for further training around issues relating to children with special educational needs and/or disabilities and those for whom English is an additional language
- consider ways of moderating the self-assessment document.

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

The pre-school is particularly well led and managed and has many outstanding features. There is excellent attention to safeguarding within the setting, as children's safety is at the heart of all that the staff do. The site is very safe, sharing a locked entrance with the primary school as the only entrance, with some shared boundaries leading onto the school yard and fields. These outdoor areas are available for use by the setting. All children, staff and visitors who attend are recorded systematically upon entry and exit. All issues relating to health and safety are dealt with effectively and everything necessary is recorded in an up to date accident book, medicines directory and complaints book. All staff have undergone rigorous recruitment and vetting procedures over time. All have been checked against the Criminal Records Bureau, with these records kept centrally and with access to these limited to the manager and her deputy. All qualifications have also been checked and recorded. There are no issues around compliance. All staff are suitably qualified, with extensive training undertaken over time. In the last year staff have kept up to date with sessions on child protection, safeguarding, health and safety, risk assessments, special educational needs, and first aid training. Although there are no children with issues around English as an additional language at the moment, it would be prudent to explore these cultural issues in the event of potential children who are learning English as an additional language being enrolled.

Local partnerships are excellent and have been well developed over time, particularly with the school next door, the local authority and the local network for pre-school settings which provide regular cluster meetings. Parents are particularly complementary about the setting. Of the ten parents interviewed, all thought that their child was making excellent progress and that they were well informed as parents. The recent parents' evening had been well attended, with parents happy with the information supplied and the excellent format of their child's file. Many parents had previous children in the setting, some had changed from another setting and all would recommend it unreservedly.

Resources are deployed excellently throughout the setting, both indoors and outdoors. Since the last inspection the setting has developed the outdoor fully and should continue to monitor its effectiveness, especially when the new building is operating. The quality of the setting's self-evaluation is good. The setting should consider keeping the self-assessment process up to date and invite an independent source to review and moderate it.

Through a well developed system that includes key workers, children are supported in an excellent way. Assessment is highly effective when children first attend, with a picture quickly built up of what they can and cannot do. This translates into activities that are planned over the week, with seasonal and longer term plans that ensure all children make excellent progress. This progress is systematically recorded on post-it notes and through photographic evidence, creating an excellent record all about each child; these are used in the transition to the next stage of learning. There is an outstanding capacity to improve further. All

the issues raised at the last inspection have been dealt with highly effectively and no longer effect the children or the running of the setting.

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

All the children really enjoy the setting. They say that it is both fun and exciting. All parents interviewed confirm this view. Children make progress at their own pace and are well prepared for the next stage of their learning. All elements of the Early Years Foundation Stage Framework are promoted throughout the setting, with a strong emphasis on social skills and language development. Children work together well and take turns with the resources, waiting patiently as they do whilst talking about what they are doing. All behaviour is at an outstanding level and the children replicate the calm and patient behaviour of all the staff who act as highly effective role models of positivity and kindness. Some children were observed making marks in books, as precursors to using written language, others drawing in colours and others playing with a wide range of toys. The setting subscribes to the local authority's toy library for weekly changes in toys and this provides a value for money approach and offers the children more choices. Children also use the laptop computer, the stereo and the karaoke throughout the day.

There are well balanced opportunities for child-initiated and staff-led activities. Issues around the planning and monitoring of these activities mentioned at the last inspection have been dealt with effectively. The short-term plans that staff draw up ensure that there is structure to the day, with well established routines and this works as free-flow play both indoors and outdoors. Presently there is a constructed Post Office outside with a bus. This sparked the imagination of children who developed their language around it. The five outcomes of 'Every Child Matters' are systematically promoted to a high standard. All children able to enjoy and achieve excellently within the setting. Children are curious and interested in each other and the activities that the setting provides for them.

The setting ensures that children adopt extremely healthy lifestyles. They are very active during the sessions and these are interspersed with calming activities and time for reflection. All food and drink offered is healthy and taken in rolling break times, which allow additional chances for children to talk and socialise. At all times the children act safe. The thorough risk assessments on all of the play activities and the site is completely secure. Care and hygiene practises are outstanding, with the designated areas of cleaning, cooking and toileting accessible only through staff. All children take on effective hygiene practices and prepare for cleanliness in later life.

Children make an excellent positive contribution to the setting and each other; they quickly learn to be patient and take turns and help each other at all times. They take responsibility for their actions, by offering to tidy up and pack away the things that have been used during the session and consequently are developing 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
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	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>	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	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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