

Copdock and Washbrook Pre-school

Inspection report for early years provision

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Inspector	Susan Rogers
Setting address	Pheasant Rise, Copdock, Ipswich, Suffolk, IP8 3LF
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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

Copdock and Washbrook Pre-school is managed by a voluntary management committee made up of parents of children who attend the school. It opened in 1991 and operates from a new purpose built building in the grounds of Copdock Primary School. The pre-school is open five days a week during school term times from 9:00am to 11:30am with a lunch club until 1:00pm. The breakfast club is open from 7:45am until 8:50am, with after school sessions from 3:15pm until 6:00pm, term time only. A holiday club operates from 8:00am until 6:00pm during the school holidays. Children from the age of two to four years attend the pre-school and children aged four to 12 years attend the out of school club and the holiday play scheme, with all children attending for a variety of sessions. The children all have access to a large secure outdoor play area.

The setting is registered on the Early Years, compulsory and voluntary parts of the Childcare Registers for a maximum of 18 children. There are currently 56 children aged from two to five years on roll. The setting employs eight members of staff. Of these, five staff have recognised early years qualifications. The setting receives support from the local authority and been awarded the Suffolk Quality Assurance Scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare and learning are promoted successfully through staff's detailed knowledge of each child's individual needs. Inclusive practise ensures that activities are accessible to all children and most of the necessary records are in place to meet requirements. The setting demonstrates an innovative use of the premises and is welcoming and secure, which promotes strong feelings of safety amongst the children. There is an effective capacity for sustained improvement which is supported by the in depth measurement of the setting's strengths and weaknesses. The highly effective partnership with parents and other professionals ensures that all aspects of individual children's care is protected.

What steps need to be taken to improve provision further?

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

- further support children's development and encourage them to ask questions about why things happen and how things work
- ensure that there is a daily record of the full names of the children looked after on the premises.

The effectiveness of leadership and management of the early years provision

Staff have a clear understanding of the actions to be taken to safeguard children from harm. Robust procedures ensure that new staff are suitable for their role and are well supported through training opportunities and in obtaining professional qualifications. Staff suitability is sustained through an effective induction, ongoing supervision and appraisals, where staff performance is reviewed and training needs are identified. Staff demonstrate high levels of commitment towards their role and this results in their detailed knowledge of individual children's needs. The risk assessments are robust and well documented with much consideration being given in encouraging children to enjoy challenges in their play. This allows children to assess their own capabilities and take some responsibility for their own development and devise strategies that help to keep them safe. Staff deployment is effectively managed throughout the provision, accommodating the varied services offered at different times of the day.

The setting's commitment to improvement is endorsed by the comprehensive and excellent self-evaluation of its strengths and weaknesses together with an outstanding commitment towards driving improved practice. Well targeted action plans are detailed and provide a focus for continuous improvement. The management and staff have high expectations and encourage a reflective approach, allocating time for planning children's activities. Children are cared for in very clean and well maintained premises. A slide show of children's activities, their artwork and photographs of their activities are prominently displayed throughout the setting. This promotes the good partnership with parents as this provides an informative visual display of their activities. Children settle well at the setting through the sensitive understanding of their needs, for example an open door policy is encouraged with parents being encouraged to spend time at the setting when they commence attending.

The environment has been planned to encourage free flow play and a range of challenging play opportunities. The outdoor area is both accessible and encourages children to enjoy opportunities for exploration and discovery. Resources are outstanding, being both well maintained and well organised into areas of play in each playroom. The environment is being regularly reviewed to ensure that resources are interesting and attractive for children, with appropriate resources provided that match children's interests.

Effective relationships have been established with parents that contribute towards to the continuity of care that children receive. Parents' opinions and care preferences for their child are followed. They are encouraged to contribute towards their child's assessments and frequent exchanges of information regarding their child's development encourage continuity of their child's care and education. Children's starting points are collated and this forms the basis of their subsequent assessments. The open-door policy encourages parents to talk to staff at any time and raise any concerns they may have. Questionnaires completed by parents enable staff to take into account parents' views of the provision. Parents speak enthusiastically regarding the standard of care and learning that their child

receives. Links with other agencies are effective and good support for children moving into the school setting ensures smooth transitions. Documentation is mostly robust, however, children's full names are not entered when the daily register is completed.

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

Children make good progress in their learning and development as a result of staff having detailed information and knowledge of individual children's development. Activities are clearly based on children's interests and their assessments are drawn from observations which are matched against the areas of learning. Assessments then inform all aspects of the planning, with children's next steps being identified and activities adjusted to meet these needs.

Children enjoy a range of creative activities where they paint stones and wood and experiment with colour as they paint onto clear plastic. They use books to reference ideas, gaining inspiration from pictures as children dress up like a princess and build brick walls to resemble a castle. They enact imagined scenarios as they are inspired by the rich outdoor resources, using dens, covered gazebos, a climbing frame and chalet. These creative opportunities allow children to develop their communication skills as they freely use their imagination and explain to other children and adults what they are doing. Their independence is encouraged as they pour their own drinks and help themselves to fruit during snack time. Some of the children have formed firm friendships with other children, as they exchange ideas, negotiate and suggest ideas for further play activities. They behave well and are considerate of others' needs, asking opinions and being mindful of others' play needs.

Children are learning to use number to solve practical problems. Access to building materials provide a challenging environment where they can experiment with building large structures using wood, crates and plastic drainpipes. They learn about cause and effect as they scrunch up paper to make balls and experiment with these during outdoor play. Although staff use many opportunities to extend children's play, a more extensive understanding of how things work is not fully encouraged which has the potential to hinder the progress of the more able children.

Children's development clearly shows how they are making progress against the learning outcomes and are developing excellent skills for the future. These records are supported by photographs and evaluative observations of children's activities. Parents can access this file at any time and regular exchanges of information between parents and staff ensure that children's development profiles accurately reflect their needs and encourage parental involvement in their child's education. Younger children are intrigued as they discover the wide range of interesting activities and sometimes join in with the more able children's play. All children show increasing independence as they enjoy free activities of their choice. Their communication skills are encouraged as they develop imagined scenarios and discuss how they can make their play more challenging. They enjoy discussing

books and stories at circle time and a range of opportunities where they develop mark-making skills assists with children's emerging literacy skills. Staff should consider building on children's development through more targeted questioning. Additional support is provided for children with special educational needs and/or disabilities and the setting works in very close partnerships with other agencies to comprehensively meet each child's needs.

Children are encouraged to adopt healthy lifestyles. Effective steps are taken to prevent the spread of infection and policies and guidance are shared with parents. Positive praise for all of their efforts promotes children's self-esteem and well-being very effectively. Children are well protected in the sun when they play outdoors and feel extremely safe within the setting. Children are offered regular drinks, ensuring that they are well hydrated.

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	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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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	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	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