



Eastwood Community Pre-School 2

Inspection report for early years provision

Unique Reference Number	EY310444
Inspection date	07 February 2006
Inspector	Janette Elaina Langford
Setting Address	Southend Borough Combination Ground, Eastwoodbury Lane, Southend-on-Sea, Essex, SS2 6UH
Telephone number	mobile during sessions 07914 760028
E-mail	
Registered person	Eastwood Community Playgroup Association
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Eastwood Community Pre-school 2 is one of two pre-schools run by the Eastwood Community Playgroup Association. It opened in 2005 and operates from the function hall of Southend Borough Combination football ground, located within walking distance of a residential area, schools and shops. Children are taken into the adjacent playing fields for supervised outdoor play and outings. A maximum of 26 children may attend the pre-school at any one time. The group opens five days a

week during school term times. Sessions times are from 09:15 until 11:45.

There are currently 25 children from 2 to under 5 years on roll. Of these, seven children receive funding for nursery education. Children attend for a variety of sessions. The pre-school serves the local community and surrounding areas. The setting supports a small number of children who have special needs.

The pre-school employs 10 staff. All of the staff, including the managers hold appropriate early years qualifications. There are four members of staff working towards a qualification. The setting receives support from Southend Sure Start and the Pre School Learning Alliance (PSLA).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a very clean environment because staff take extra steps to ensure their hygiene policies are followed. Although cleaners are employed, staff also ensure the toilet areas are cleaned regularly so that the risks to children are minimised. There are effective hygiene procedures regarding equipment to ensure children are not exposed to germs, for example, all equipment for snack time; cups, plates and tea towels are kept in a plastic box with a lid and only used by the pre-school.

Clearly written nappy changing procedures are displayed and put into practice and children are changed in privacy and in a hygienic manner. Children are beginning to learn the importance of healthy practices to prevent germs spreading, for example, becoming more independent in washing their hands with soap and water after going to the toilet. If children are ill or have an accident they are cared for appropriately because staff are first aid trained and follow their comprehensive procedures taking into account the child's individual care plans.

Children have healthy and nutritious foods at snack time. They regularly have a choice of up to four different fruits which are cut up into small appetising pieces that they can manage. Staff use books to encourage them to learn about healthy diets so they can begin to make appropriate choices for themselves. Staff are aware of allergies and ensure that children do not have access to foods they cannot have.

Staff plan purposeful activities for physical development and children often have music and movement helping them to develop their sense of space. They are becoming skilful in following a range of movements to music, or actions to songs and rhymes. Access to tools such as scissors, drawing and painting materials and threading provide children with opportunities to develop their hand eye co-ordination skills.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children have access to clean and well-maintained play equipment and resources to make their time at the playgroup safe and enjoyable. Staff have taken some steps to ensure the premises are secure, such as fitting double handles to the main door, however, children are not yet fully protected because unauthorised visitors can open the door to the hall. A written risk assessment is only undertaken once a year and this does not include risk assessments for outings. A daily visual check identifies most potential dangers to children, however, children can gain unsupervised access to the kitchen. Fire safety equipment is available and fire drills are carried out and recorded to ensure children are removed safely in an emergency. Children know and comply with safety routines such as not running in the hall and are beginning to understand the reasons for safety rules.

Children are safeguarded because staff have up-to-date knowledge and training of child protection procedures and have thought carefully about how to implement them. They have a 'child safe' policy displayed for parents and carers which details further their policies regarding child protection to help them care for children and keep them safe.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are generally settled in the group and show a sense of belonging. They make some choices about their activities and show enthusiasm in their approach to learning new things and practising more familiar skills. Staff use observations and records together with what they already know about a child to ensure their individual needs are met. Sound plans are in place providing activities and play opportunities to help develop children's emotional, physical, social and intellectual capabilities.

Children under three years are becoming confident learners because they are well supported in their play and staff are beginning to understand and implement the 'Birth to three matters' framework into their planning. Children are becoming more skilful communicators as staff encourage their language skills and provide opportunities for them to play and chat together. Children under three years enjoy a range of creative activities with regular opportunities to express themselves, for example, through painting or singing and dancing.

Nursery Education

The quality of teaching and learning is satisfactory. Children are motivated to learn because staff provide interesting activities from which children can choose. Children behave well, enjoy new experiences and ask staff questions about what they are going to do. Children are developing self-esteem because they achieve new skills and are given praise and encouragement. There are some planned activities, with key workers, every day helping children to focus on a particular area of learning and helping to develop their concentration.

Children enjoy stories and looking at books, especially ones they can join in with to

repeat familiar refrains. There are writing tools available each day but there is little encouragement for children to write their own names on their work or develop their emergent writing. Children do not regularly use large name cards and there is little expectation that they will 'make their mark' or use emergent writing in play to help them see it as important. Although there is a drawing table available everyday, there are no writing tools in role play areas, such as the shop, for children to write pretend shopping lists. There are some attempts to encourage children to link sounds and letters but this is with names of letters rather than phonetics and little recognition of other words beginning with the same sound is made.

Children are learning to count, for example, counting the children and staff in circle time. They are beginning to match numerals and count with computer programmes and learn that numbers are important in situations such as shopping. Although they sometimes use number language in their play there are still missed opportunities for calculation and number repetition in the daily routines such as during snack time.

Children express themselves freely with paint and in making collage. They enjoy music and movement, use musical instruments and sing. Children act out real and imagined scenarios in the role play area which is changed regularly to provide different experiences for them reflecting real life situations.

Staff regularly write up their observations into individual books which also include photographs and evidence of what children have done. These clearly show how children are progressing towards the early learning goals, show what children have achieved and identify what they need to do next to meet their individual learning needs. Planning, however, is not so detailed and lacks evidence to show the grouping of children and details of how the activity is to be carried out. Staff demonstrate that they know how children learn but the planning lacks evidence to show how this is being implemented and the plans are not evaluated.

Helping children make a positive contribution

The provision is satisfactory.

Children are beginning to learn about diversity through playing with toys and resources that show similarities and differences in people. They have tasted foods from different countries but have had fewer opportunities to learn to appreciate or celebrate any festivals from other cultures. Children are respected and valued as individuals because staff gather relevant information about children from parents and carers. Children are beginning to take an interest in the world around them and take part in the 'Red Nose Day' for charity. Staff are beginning to plan to help children develop their knowledge and understanding of the world.

Children's spiritual, moral, social and cultural development is fostered. Children are happy and settled in the group demonstrating a sense of trust and belonging because staff give them confidence and build good relationships with them. Staff manage children's unwanted behaviour in a positive manner and have good strategies in place to deal with situations that arise. Staff anticipate or recognise a trigger factor and take swift action to avoid potentially volatile situations between children. They monitor children's behaviour through using recording sheets over a

two week period which prove invaluable for interpreting the causes and effects of individual behaviour and in turn helps children to play and learn harmoniously.

The setting recognises that some children have special needs and takes positive steps to ensure all children are fully included, valued and supported.

Partnership with parents and carers is good. Parents are able to see children's records during an open week and also freely at other times helping them to be aware of their child's progress towards the early learning goals. Parents are invited to help complete the child's profiles with staff and add their ideas and comments. Activities are clearly displayed for parents alongside information about the stepping stones and the Ofsted parents' poster is displayed. The prospectus informs parents about the learning aims, curriculum, staffing and how parents and carers can be involved.

Children settle well and develop their trust because their care is consistent with their parents' wishes and kept up-to-date through regular consultation. There is a comprehensive complaint's policy which was written before the updates to the National Standards. It includes steps to take and timescales and is in the process of being updated to meet the current guidelines to ensure that children are cared for in accordance with their parents' wishes.

Organisation

The organisation is good.

Leadership and management are good. The enthusiastic chairperson and the two supervisors work well together and have their own roles and responsibilities. The supervisors are committed to training and work well together to provide a well-organised service for children. Both supervisors are undertaking a level 4 qualification in childcare, helping them develop their management skills and encourage team building. They are working well to meet the National Standards, records are well kept and up-to-date and policies and procedures are in place to protect children.

Children are protected because there is a staffing and employment policy available and checking procedures are being reviewed in line with the updates to the National Standards to ensure they are robust. Staff are motivated by regular team meetings and appraisals which help identify their training needs and builds on their current strengths. The level of care is consistent for children as a result of the staff having a thorough induction process and their understanding of the policies and procedures. The operational plan is comprehensive and being updated to fall in line with the requirements of the inspection process. Staff provide a setting which values each child and helps them progress to the best of their ability in a caring environment. The needs of the range of children attending are met.

There is a system for monitoring the delivery of the curriculum to check that the planning for the Foundation Stage is being delivered effectively and helping children to progress. Staff take responsibility for their key children, keeping observations and progress records up-to-date so they know what they need to do next for the child to reach their next steps in learning.

Improvements since the last inspection

Not Applicable

Complaints since the last inspection

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure regular written risk assessments are carried out, with regard to the security of the main door and access to the kitchen and devise a written risk assessment for outings.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- improve planning to show grouping of children, how the activity will be carried out and evaluation
- improve the opportunities for children to develop their emergent writing, to link sounds and letters and to practise using mathematics more often in daily routines.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and*

concerns about inspectors' judgements which is available from Ofsted's website:
www.ofsted.gov.uk