

Theydon Bois Pre School Group

Inspection report for early years provision

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Inspection date	08/11/2010
Inspector	Sandra Daniels

Setting address	Scout Headquarters, Loughton Lane, THEYDON BOIS, Essex, CM16 7JY
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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*.

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Description of the setting

Theydon Bois Pre-School has been established for over 30 years and is registered on the Early Years Register. They operate from a large hall and one smaller room, within the scout headquarters at Theydon Bois. The pre-school serves the local and surrounding areas. The setting is registered to care for a maximum of 26 children in the early years age group. There are currently 42 children from two and a half years old to the end of the early years age range on roll. Children attend for a variety of sessions. The setting currently supports a number of children with special educational needs and who speak English as an additional language. The group opens Monday to Friday during school term times. Sessions are from 9.15am until 11.45am, with extended days on Wednesdays, Thursdays and Fridays until 2.45pm. There are 13 members of staff working with the children, of these, nine have early years qualifications to National Vocational Qualification Level 2 or 3, one has an early years degree, two are unqualified and one is in training. 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 very happy and settled in this welcoming environment. They make good progress in their learning and development through taking part in a wide range of activities that is matched effectively to their individual needs. Staff have established very effective and positive partnerships with parents and other agencies to ensure that children are well supported and included. Committee members, managers and all staff are dedicated to the continued development of the setting and are pro-active in making changes to improve outcomes for the children's learning and welfare. The pre-school is a thriving part of this community.

What steps need to be taken to improve provision further?

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

- develop further the systems for recording children's learning and development and their progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

Staff demonstrate they have a very good knowledge of how to protect children from harm and neglect, which means that children are effectively safeguarded. Clear procedures are shared with parents to ensure that they are familiar with staff roles and responsibility in this area. The safeguarding policy includes procedures to follow in the event of an allegation being made against a member of staff. Robust recruitment and employment systems ensure that staff are all suitably qualified, experienced and up-to-date with current childcare practices. They work extremely

well together as a team to ensure children are safe and well cared for at all times. Staff develop extremely positive relationships with parents and carers. Parents are aware they can talk to the staff whenever they wish and they are updated on a daily basis when they collect their child. In addition, regular formal meetings are held to discuss each child's progress and development. Parents report that they are very happy with the service provided for them and their children and they feel fully informed and involved in their child's learning process. The setting also has very good relationships with other early years professionals and children with additional needs are very well supported. Close links with the local primary school help to ensure that transition periods run smoothly for both children and parents. Staff demonstrate a commitment to promoting positive outcomes for children by developing their own knowledge through ongoing training and through their contributions to the setting's self-evaluation processes. This ensures all aspects of the provision are monitored and evaluated, therefore, supporting ongoing improvement. Each child is recognised for their uniqueness and staff encourage all children to learn to value differences and diversity, through activities and sharing information. Effective systems are in place to support children with special educational needs and children with English as an additional language, resulting in them making good progress. The pre-school deploys its resources well so that all children make good progress in relation to their starting points. The premises are well arranged to provide a large, airy playroom with attractive, suitable resources that are accessible for all children. Adults are well deployed so that children's personal care is the responsibility of their key person, wherever possible. Children are able to move freely between the indoor and outdoor play areas. Staff ensure that there is a good range of activities available, encouraging children to make their own choices. Staff discuss the effectiveness of the provision when they meet and there are both formal and informal systems in place to identify key strengths and weaknesses, to drive improvement and to improve outcomes for children.

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

The children are confident and show that they feel safe and secure. Where possible, staff rotas are organised so that children are cared for by their key person and this helps them develop trusting relationships. Through activities and discussions with the staff, children begin to learn how to keep themselves safe, for example, children playing in the 'doctor's surgery' talk about how to cross the road safely when a 'patient' comes in who has been in a road accident. Children also practise regular emergency evacuation procedures with staff. The premises are kept clean and hygienic and toys and equipment are checked regularly to ensure they remain safe for children to use. Children follow good hygiene routines and learn to wash their hands before eating and after using the toilet. Nutritious snacks are provided and staff are careful to ensure that children's dietary requirements are met, for example, by ensuring they are aware of any allergies. Children have drinking water available at all times. They are encouraged to be independent and can choose when to take their snack and what to have to eat. Children behave very well and play co-operatively together, needing little intervention from staff. Children receive encouragement, praise and recognition for their achievements. This approach ensures that children develop good self-esteem. The staff

frequently observe the children as they play and use the information gained to monitor their achievements and to help them to make informed decisions about the next steps in their learning. They plan activities tailored to children's individual needs and consequently they make good progress in their development. Although it is clear that staff are fully aware of the progress each of their key children are making, there is not yet a structured system in place to record this. Therefore, parents cannot see at a glance the details of their children's achievements. There is a good balance of adult-led activities and opportunities for the children to initiate their own play. There is a well-resourced area where children can select paper and other materials to use for their own purposes. Children's art work is displayed around the setting. Staff interact extremely well with children and support their communication and language skills as they play, for example, by asking open ended questions, such as 'what do you think would happen if?'. They encourage children to talk about what they are doing and to count and solve problems. The staff effectively help them learn new skills through fun activities. Children investigating the interactive keyboard manage to work out what happens if they press different buttons and are very proud of their achievements. They enjoy group stories, selecting their favourite books and joining in enthusiastically with repeated refrains and actions. The outdoor play area has recently been developed and provides many opportunities for children to do things in different ways and on different scales than when indoors. It offers children first-hand contact with the weather, seasons and the natural world. They have freedom to explore as they dig and discover what lives in the soil. They use plant pots and pieces of guttering to collect rain water and watch as it drains away. The sensory garden provides bright colours and scents for children to experience and widen their knowledge and experience of nature.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	2
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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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