

Crownfield Preschool

Inspection report for early years provision

Unique reference number	EY414784
Inspection date	16/12/2010
Inspector	ISP Inspection

Setting address	School House, White Hart Lane, Romford, Essex, RM7 8JB
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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

Crownfield Preschool registered in 2010. It is a privately owned setting. The pre-school operates from within The School House, situated within the grounds of Crownfield Infants School. The pre-school is located in Colliers Row within the London borough of Havering. A maximum of 30 children may attend the pre-school at any one time. It is open each weekday, Monday to Friday from 8.45am to 11.45am for morning sessions. For afternoon sessions the pre-school operates from Monday to Wednesday 12.15pm to 4.15pm and Thursday to Friday from 12.15 am to 3.15 pm. All children have access to a large play room, outdoor enclosed play area and associated facilities. The setting employs six members of staff and this includes the manager who all hold an appropriate early years qualification.

Currently there are ninety children on role all of whom attend a variety of sessions. The preschool may care for no more than 30 children in the early years age group, of these, none may be under 2 years at any one time (Early Years Register)

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The preschool is a happy, lively place for children to learn because it is led effectively. The excellent partnership with parents and the well qualified staff team work together to share knowledge of how children learn and develop therefore the children are all making excellent progress given their starting points and abilities. There are effective procedures in place to ensure children's physical and emotional well being. Staff ensure that all children enjoy activities that are tailor made to suit their interests and individual learning needs. Continuous improvement is assured as reflective practice and self evaluation are built in to all aspects of the provision.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- further develop the outside play area so that children are able to use it all years round.

The effectiveness of leadership and management of the early years provision

There are rigorous procedures in place to ensure that children are safeguarded while in the setting. Staff have an excellent understanding of child protection

procedures and know exactly what to do if they have any concerns relating to child protection. Detailed and thorough risk assessments are carried out in order to minimise any potential hazards to children on and around the premises. The settings documentation is very well organised and maintained. Children's safety is further assured as records relating to children's continuing well being are kept up to date, all the required consents and permissions are in place and available for inspection.

Children play in an attractive and well planned environment that allows them to move freely between activities in fine weather the setting offers children free flow into the garden area. There is a good range of toys and resources, most of which are easily available. Excellent use is made of the key person system and the high adult child ratios, to continually support and challenge children in their learning. Planning caters for individual preferences ensuring that all children have an enjoyable range of experiences therefore they are making excellent progress towards the early learning goals. Children feel valued and included within the setting. The settings owner plays an active part in the daily running of the setting, she works extremely well with the staff, monitoring their practice closely and involving them in self-evaluation processes. The recently appointed manager is currently going through a detailed induction so that she fully understands how the setting works. She has already identified possible areas for improvement and is working with the owner to start implementing some of these in the New Year. Reflective practice is built in to all aspects of the provision and the open door policy means that staff can play an equal part in how the setting runs.

The setting is keen to work in partnership and has developed an effective partnership with the school whose grounds they are situated in. They regularly seek advice, support and training from the local authority. Staff communicate with parents and carers on a daily basis. The setting has developed highly positive relationships with parents and carers which benefit all concerned. Parents receive detailed information about the setting. Parents are also invited to spend a day helping out at the setting, so that they feel involved in the settings life as well as with their children's learning. Parents' views are sought at regular intervals and taken into account as part of the settings evaluative processes. There are regular newsletters to keep parents that are busy informed of what is happening. A lending library with adult and children's books is also available. A very informative notice board keeps parents fully informed of forth coming events, planning for the month and local information.

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

Staff are deployed effectively throughout the setting and consequently are able to interact with children very effectively. They encourage conversation and free expression of ideas and ask open ended questions which challenge the children's thinking. Children are becoming inquisitive learners they concentrate for a long time at activities they enjoy and are motivated to learn. Each member of staff is responsible for a number of children and they record their observations on record

sheets relating to each of the six areas of learning. This ensures staff are able to track the successful progress the children are making and to work on the areas which the children need extra help in. Play is purposeful with a good balance of adult led and child initiated activities. Children obviously enjoy their time at the setting; they are happy and extremely settled. They are confident communicators; circle time at the start of the day is very well managed. Children are encouraged to talk about their experiences and share their ideas for activities and resources. They confidently count the number of children present on that day and correctly add another one on to that number when a child arrives a bit later. They recognise the written number easily noting that they are sitting on chair number nine. Children enjoy mixing together the items to make play dough and show sustained concentration at the computer. They explore and investigate using microscopes and magnifying glasses then use reference books to find out more about the life of mini beasts. They are starting to take responsibility for keeping the settings animals safe and healthy. They take it in turns to feed the fish and ensure that the land snails soil is kept moist because that what they like. They know to wash their hands after touching the snails and dispose of the used paper towel securely in the bin.

Children's welfare is of great importance to the staff and children are happy to go to any member of staff for support. They are well cared for whether in the classroom or in the garden. Children know they need to wear the high visibility jackets when in the garden which helps staff to ensure adequate staff ratios are maintained at all times. The setting has a snack bar running for most of the session which children can access at any time they sit with staff and help themselves to healthy snacks. They skilfully pour their own drinks, telling each other that milk is very very good for you. They talk with some expertise about healthy eating, telling visitors that these are plums I don't like plums but I will try them today and then saying fruit is good for you. Regular access to the garden means that children physical skills are developing well..

Children stay safe because of the diligence of the staff who guide them on how to use tools and equipment safely. Children are forming strong relationships with their peers they share, take turns and provide each other with lots of encouragement. Children recognise they are special and clever because they receive praise and claps for their efforts from the staff. Children's behaviour is very good this is partly because they are always occupied at activities which interest them and partly through the strong role models that the caring motivated staff team provide. Children are learning about the community we live in posters, displays and some labels are displayed in community languages. The first thing you see as you approach the setting is a large welcome poster in different languages. The children celebrate many festivals and times of celebration; they use toys and resources which depict positive images of people from different cultures, those with disabilities and different ways of live helping children to learn about the wider world we live in.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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