

# Tudor Cross Pre-School

Inspection report for early years provision

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**Unique reference number** EY152486  
**Inspection date** 13/12/2010  
**Inspector** Gillian Charlesworth

**Setting address** Community Centre, 46 Crooked Mile, Waltham Abbey,  
Essex, EN9 1QD

**Telephone number** 01992 766444

**Email**

**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

Tudor Cross Pre-school is run by a recently formed company made up of directors who are connected with the nearby infant school. It has a partner setting located at the infant school which accommodates older children in the Early Years Foundation Stage. It opened in 2002 and operates from one hall of the community centre in Waltham Abbey, Essex. It is situated close to the town centre and is accessible via a ramp. Children have access to an outdoor play area.

The Tudor Cross Pre-school is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children may attend the pre-school at any one time. There are currently 36 children on roll who are within the Early Years Foundation Stage aged between two and three years. The partner setting offers afternoon sessions for older children who receive funding for early education. The Tudor Cross Pre-school is open each weekday from 9:05am until 11:35am during school term times. Children come from the local area. The Tudor Cross Pre-school currently supports a minority of children with learning difficulties and/or disabilities.

The Tudor Cross Pre-school employs nine staff. Of these, eight, including the manager, hold appropriate early years qualifications. The manager has completed a B.A. (Hons) in Early Childhood Studies. Staff rotate between the Tudor Cross Pre-school and its partner provision nearby.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The management team show a keen commitment to improve and are taking positive steps overall to self-evaluate and develop the provision. Policies and procedures are securely in place although on occasions, procedures are not consistently managed to ensure that every child's welfare and safety is fully promoted. The happy, child centred learning environment generally supports inclusive independent learning. Outcomes are developing well for most children with many making secure progress in the learning and development but systems are not yet fully established to deliver consistently or to fully engage parents. However, there are strong relationships with outside agencies and mostly positive and trusting partnerships with parents, that meet children's needs overall.

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

To meet the specific requirements of the EYFS, the registered person must:

- ensure that written permission is requested, at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting
- 24/12/2010

- children's welfare)
- ensure that records, policies and procedures required for the safe and efficient management are consistently implemented with particular regard to seeking information for each child in the setting at the point of admission (Documentation) 24/12/2010

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

- develop further the records of learning and development to maintain a clear view of the learning journey for all children and using experiences children bring from home
- develop further the environment to ensure that it supports every child's learning with particular regard to ensuring that craft activities and group sessions such as registration, circle time and snack time are personalised to meet individual needs and to extend children's talents.

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

Safeguarding regulations and duties are met overall. Effective systems are in place to ensure that all staff undergo Criminal Record Bureau checks. All staff have undertaken safeguarding training and are aware of recording and reporting any concerns through line management. Policies and procedures have recently been reviewed, including the safeguarding policy that is in line with the Local Safeguarding Children Board guidance. Through the prospectus, parents are given an overview of procedures, including how to make a complaint. Effective steps are taken to ensure that the environment is safe and secure, for example, through systematic risk assessments and positive, consistent behaviour strategies. Children are mostly well supervised in a supportive and happy environment. Admission forms ensure that suitable records and emergency medical permissions are kept for children whose admittance to the setting is planned. However, on occasions, essential records are not completed, for example, when children are admitted on a drop-in basis. This limits the safe and efficient management of children. All staff have attended first aid training and a 'Mr Bump' letter is provided to parents if a child bumps their head, together with formal accident records. Arrangements help children to learn to be safety conscious and include visual prompts around the setting that act as reminders. The environment mostly supports inclusive independent learning. It is light, bright and accessible and children benefit from free flow access to the outdoors.

The senior management team and staff are enthusiastic and motivated to seek further improvement. The manager strives to deliver a positive provision, having led the setting to achieve stage 3 of the Pre-school Learning Alliance accreditation scheme. There is a commitment to training by the staff and manager. Steps are underway to improve observation and assessment records, although monitoring is not yet sufficiently established to consistently assess children's development, set targets or ensure that the achievement gap is narrowing for every child. Most

weaknesses identified during the previous inspection have been tackled and parents and carers are effectively consulted through questionnaires, thus resulting in relevant and sustainable improvements.

Parents' feedback is positive overall and particularly in relation to the children's enjoyment and to the friendliness and approachability of the staff. There are many positive strategies to support effective communication and thus promote consistency of care and ensure children's individual welfare needs are well met for most of the time. For example, through questionnaires, meetings, fundraising activities, notice boards and newsletters. Parents are encouraged to share what they know about their child when they first start to attend although strategies to engage parents successfully and consistently in children's learning are not yet fully established. There are well-established, strong and effective partnerships with outside agencies to promote children's achievement and well-being.

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

The quality of children's learning is satisfactory therefore they are making sound progress overall and good progress in their personal social and emotional development. Children enjoy their learning overall, settle well and eagerly take part in their chosen activities. They enjoy moving around freely and working independently for part of the session, using a wide range of resources. For example, children play imaginatively in the home corner, problem solve in the construction area, explore the sand tray and exercise outdoors. However, the fixed timetable of planned adult-led and whole group activities is not always personalised to meet each child's needs and extend their talents. As a result, some adult-led crafts focus on end products, thereby limiting opportunities to express creativity. A small number of children waste valuable time waiting for snacks or being reminded to sit during whole group story time that they are not yet ready for. Good systems are beginning to be introduced to observe children's learning in the Early Years Foundation Stage but are not yet fully embedded to consistently assess progress of all children towards the early learning goals.

Children are making suitable progress in communicating, literacy, numeracy and information communication technology (ICT). They have chances to use the setting's computer and operate toy cranes although challenge is not always offered. Older, more confident children, enjoy engaging staff in relevant conversations as they discuss home experiences and talk about their favourite television characters. Children enjoy cuddling up with staff during free play and choosing books to read in small groups or individually, although not all children are ready to listen or engage in whole group story time. Children have good opportunities to learn about shape, space and measure, for example, recognising colours as they learn to match dots on a domino set. They describe size naturally during their play, for example, recognising that a soft toy spider is 'too big' to fit into a castle turret. They grow in confidence as they use an abacus to learn about number labels, although learning is not always reinforced well. Children enjoy action rhymes that involve counting.

Children feel secure overall and develop a strong sense of belonging in the setting. They mostly feel safe because they know what is expected of them and move around safely using the space and resources appropriately. Staff are mostly vigilant and protect children well, for example reminding them of the rules not to run. Older children competently use equipment safely, for example, when selecting plastic knives in the role play area. Visits from professionals such as fire safety and police officers help children to learn about safety and support in the wider community.

Children show a strong understanding about healthy lifestyles. They talk about hand washing rules and use displays in the toilets, so consistently learn appropriate personal hygiene routines. They eat a balanced range of healthy snacks and enjoy tucking into satsumas and wholemeal toast for breakfast. A water dispenser is available for children to access independently so they are never thirsty. For a good part of the session children have free access to the outdoors and enjoy exercising with balls and hoops while learning control and coordination. They are helped to learn to take turns as they climb the steps on the slide and develop balance using stepping stones with confidence.

Children have positive attitudes towards learning overall and are making good relationships. They purposefully seek out friends that they enjoy playing with, for example, during role play. They show confidence in their own abilities, as they identify they can successfully line up the dominos. They are learning to behave very well and show care and concern for others, for example, as they spoon fruit on to a friend's plate at breakfast time. They are developing a secure confidence in their own abilities, as they stand up for themselves and can speak out. They show a good awareness of responsibility within the setting, as they willingly and calmly tidy away as part of the daily routines. They engage in activities and experiences to help them learn about the wider community, through role play resources and visits from parents and professionals.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	3

### 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>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
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	3

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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