

# Goldingham Drive Community Pre-school

Inspection report for early years provision

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| <b>Unique reference number</b> | EY408780  |
| <b>Inspection date</b>         | 30/11/2010  |
| <b>Inspector</b>               | Alison Reeves   |
| <b>Setting address</b>         | Goldingham Community Hall, Park Drive, BRAINTREE,<br>Essex, CM7 1AW |
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| <b>Type of setting</b>         | 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**

Goldingham Drive Community Pre-school was registered 2010 following a change of ownership for the setting which opened in 1973, operating from the Goldingham Community Hall in Braintree. The pre-school has easy, low-level access for people with disabilities and serves the local community and surrounding areas. A maximum of 33 children on the Early Years Register may attend the setting at any one time, with currently 54 children on roll. The setting opens each weekday during school term times from 9am until 3.30pm and can support children who have special educational needs and/or disabilities and also children who have English as an additional language. The setting employs 11 staff, of whom seven hold appropriate early years qualifications and five are working towards further qualifications. 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 in the Early Years Foundation Stage are well supported and benefit from a team of dedicated and experienced staff who have a clear understanding of each child's individual needs. Children are highly valued and play a key role in shaping the provision of activities. This ensures they are making good progress towards the early learning goals appropriate to their age, ability and starting points. Most aspects of recording children's progress are successful. Policies and procedures are implemented highly effectively to promote children's welfare and safety. Relationships with parents and other providers are well established and promote effective partnership working. Self-evaluation is embedded and demonstrates the commitment to further developing practice to promote better outcomes for children.

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

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

- develop observation and recording to show progress made by children and how this influences planning.

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

Children are safeguarded and extremely well protected in the setting because staff have excellent understanding of child protection issues. Detailed policies and procedures covering all aspects of safeguarding are clearly understood and implemented consistently and very effectively. This means that children's safety and well-being are secured. Staff make effective use of up-to-date risk assessments to support them in ensuring all areas used by children are safe. For example, by monitoring all aspects of the premises and making swift repairs

hazards are minimised and the likelihood of accidents is reduced. This means that children and their families are able to move safely and freely around the building.

Staff have a good level of knowledgeable in relation to the Early Years Foundation Stage and use this well to support children in their learning. They have attended an extensive range of workshops and courses to ensure their knowledge remains up to date and that they have the skills and expertise to support children's learning. The environment is well organised and accessible to the children. For example, a wide variety of stimulating activities are made available at each session, this means that children are able to thrive and make good progress in their development. The setting has a coordinated approach to self-evaluation using a number of strategies to identify strengths and areas for development. As a result, a clear action plan that details priorities and the way forward is used and shared by all. The staff team and parents continually look for ways to improve the provision for the children and to this end set ambitious and appropriate targets. The staff team forms close working relationships with parents and carers. They obtain useful information about each child such as favourite activities, important people in their lives and special words children use. This means staff can plan carefully to support children in settling at the setting and their individual needs are effectively met.

The staff and parents share important information about their child's starting points and progress. This means that parents are involved in their child's learning and each child is well supported in making progress towards the early learning goals. Effective relationships with other settings and professionals involved with the children are well established and contribute well to supporting children's welfare and learning. Staff offer very sensitive support to children who have additional needs. They use Makaton signing to support communication and readily adapt activities to ensure that all children can access them. An effective equal opportunities policy is regularly reviewed and supports the staff well. This means that the individual needs of all children are met and all children are included fully in the life of the setting.

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

Children are confident and have an excellent understanding of how to stay safe. For example, they know why it is important to walk in the hall and can clearly explain that you might fall over if you run. This is due to staff using circle time very well to remind children of the rules that help to keep them safe.

Children are developing independence skills as they learn to use the toilet and wash their hands to prevent the spread of germs. They enjoy a variety of healthy snacks that provide energy for play, vitamins and minerals for nutrition. They have time to talk about the food they eat and learn about which foods are good for the body. Children use the public play area next to the centre and staff organise challenging physical play indoors. The children enjoy balancing on the blocks and beams stepping with great care between each one. Many children use small tools for mark-making and cutting with skill. This means that children are developing

healthy habits and an understanding of how their bodies work.

Children's language for speaking and thinking is well promoted with lots of opportunity for them to communicate in well supported small and large groups. Visits by the library van mean children can choose from an extensive range of books, therefore broadening their experience of stories and factual texts. Children use mathematical language in their play and staff encourage number awareness by counting the children present, singing songs that develop sequencing and number recognition. When doing the register children and staff count the 18 children present, one child continues the sequence counting on to 19 and is praised for his knowledge. Children use a variety of simple cause and effect toys, pushing buttons to make objects appear, as well as, using more complex equipment, such as, music players and computers, to develop their awareness of technology. Children are highly imaginative and enjoy sharing their experiences of the world with others as they act out roles. They demonstrate their understanding of the care of others as they dress up the babies and soft toys in warm clothes to protect them from the snow. Staff regularly observe children as they play to assess their stage of development. These observations, along with parent comments on their children's achievements are used to identify children's next steps. A variety of methods have been used to note achievements. As a result, there is a lack of consistency and clarity in records and how they are used to influence planning. Key workers, however, do know the children very well and can confidently explain individual stages and targets, therefore children are making good progress towards the early learning goals in all six areas of learning.

Children behave very well in the setting as the staff set clear and appropriate boundaries. Children are helped to understand why these are important and the simple explanation and regular reminders help children retain the information. Children are developing a respect for themselves and others as they play together. They are learning about the local community, cultures and beliefs. This is due to staff making effective use of books, activities and children's own family background to introduce new ideas and promote diversity. Children enjoy a group activity where they are invited to dress up in the Christmas costumes. They select from the box and can choose any outfit, so children wear different costumes on different days. This low key way of presenting a Christmas show enables all children to participate with confidence, promoting their self-esteem.

## 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

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|--|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 2 |
| The capacity of the provision to maintain continuous improvement                                     | 2 |

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

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|--|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 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                             | 1 |
| The effectiveness of safeguarding  | 1 |
| 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

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|--|---|
| 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

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| <b>Outcomes for children in the Early Years Foundation Stage</b> | 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        | 1 |
| The extent to which children develop skills for the future       | 2 |

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