

Glebe Pre School

Inspection report for early years provision

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13/12/2010

Inspector

Lynn Smith

Setting address

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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

Glebe Pre-School was registered in 1975 and is privately owned and run. It operates from a community hall in Braintree. The pre-school is open from 9.30am to 12.30pm, Monday to Friday, term time only.

A maximum of 26 children aged between two and five years may attend at any one time, all of whom may be in the early years age range. There are currently 25 children on roll. The pre-school has strategies in place to support children with learning difficulties and/or disabilities, and children who are learning English as an additional language.

Six staff are employed at the setting, five of whom hold appropriate early years qualifications to a minimum of level 2. One member of staff is working towards an National Vocational Qualification at Level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare, learning and development needs are met through the setting's clear policies, procedures and practices. Staff know the children in their care well and work with their families to tailor the provision to meet their personal requirements. The setting is developing systems to enable them to effectively self-evaluate the provision and to identify areas for improvement, at present, however, not all staff and parents are fully involved in this process. Children are kept safe within the provision as staff carry out risk assessments, however, daily safety checks are not fully effective to ensure that all potential hazards to children are addressed.

What steps need to be taken to improve provision further?

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

- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to involve all staff in identifying the setting's strengths and priorities for development that will improve the quality of provision for all children
- ensure risk assessments cover anything with which a child may come into contact, including electric sockets.

The effectiveness of leadership and management of the early years provision

Children are appropriately safeguarded as staff have attended regular child protection training. The designated person for safeguarding is aware of her responsibilities with regards to protecting children in her care and ensures that all staff understand the importance of dealing with any concerns through the appropriate channels and without delay. Children are generally kept safe as staff conduct regular risk assessments indoors and outdoors, although these are not fully effective as some minor safety issues have been missed through this process. All adults working with children have been appropriately vetted and proof of their clearance is held on file.

The owner and setting manager has some very clear plans for the future which will be of benefit to the children attending, these include the development of a secure outdoor area, making full use of the local woods as a learning environment and non-contact time for adults to collate the children's learning and development observations. At present the owner is predominantly involved in reviewing and evaluating the provision with some input from parents and staff. However, this does not provide opportunities for her to lead and encourage a culture of reflective practice, self-evaluation and informed discussion which involves all staff in identifying the setting's strengths and priorities for development that will improve the quality of provision for all children. Liaison with local authority development workers provides opportunities for the owner to assess the effectiveness of the setting's practices.

Staff deployment is good, providing children with support and assistance in their play and learning. Resources are effectively presented to enable children to make choices over their play. The rising fives session enables older children to be appropriately challenged through more focused, adult-led activities. Older children are actively encouraged to develop independence, for example, they visit the toilets which are situated just outside of the main hall without adult support. Children's individual needs are acknowledge and met through the setting's clear policy on equality and inclusion. All children are valued and respected and staff work very effectively with their parents to identify their individual requirements. Children are encouraged to learn about other people's differing beliefs through books, activities and celebrating festivals.

The setting has very good links with the local schools. Many of the reception class teachers come into the setting to meet the children who will be going to school the following term. The setting has good communication with outside agencies such as speech therapists and Local Authority Development Workers. These links enable staff to develop effective partnerships. Parents spoken to at the time of the inspection express complete confidence in the setting and the way in which staff involve them in their children's care and learning. They are happy with the amount of information shared with them regarding their children's progress and enjoy the informal system through which this communication takes place.

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

Children enjoy their pre-school experience. They are provided with good opportunities to participate in a range of activities which enable them to progress and develop across all six areas of learning. They are provided with a good balance of adult-led activities as well as opportunities to freely guide their own play and learning. They form clear friendship groups and are seen holding hands and cuddling each other. They express themselves imaginatively as they develop their game into one whereby the tables situated at the side of the hall become dens and houses and they move confidently between them. They participate in large group games and songs. Children thoroughly enjoy acting out a story as they use puppets and visual aids from a story sack. Staff observe children's play and learning and record their observations in the children's learning journals. The observations are accompanied by photographs and provide a good account of the children's pre-school experiences. Staff use their observations to identify children's next steps in learning.

Children feel and are generally safe within the provision. They move confidently around the hall, safely accessing the range of toys and resources presented to them. Children develop a clear understanding about keeping healthy as staff remind them of the setting's effective procedures, for example, they know to wipe their noses on tissues which are presented at their height. Once they have followed this procedure, they understand that it is important to wash their hands to prevent the spread of infection. Children enjoy a mid session snack, which is generally well-balanced and offers healthy choices. They are provided with opportunities to develop independence, for example, they make a choice between white and brown bread and confidently butter their bread using safety knives.

Children are very confident and settled within the pre-school. They approach staff with ease and play well with their friends and peers. Their self-esteem and confidence is promoted by staff offering constant praise and encouragement. Children understand the setting's simple rules and the expectations of staff and staff gently remind them about walking safely indoors, taking turns and being kind to each other. The planned and free play opportunities available to children, enables them to develop essential skills for the future such as pre-reading skills and pre-writing skills. They have opportunities to learn about people within their local community as staff arrange for a number of visitors to come into the setting to talk to the children. The pre-school is also very well-known within the local community which provides good opportunities for children to participate in activities outside of the provision.

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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