

Lampits Pre-school

Inspection report for early years provision

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Inspector

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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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Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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Description of the setting

Lampits Pre-school opened in 1987 and re-registered in 1993. It is run by a parents' committee with charitable status. The pre-school operates from a hall adjacent to Corringham Primary School in Stanford-le-Hope, Essex. The accommodation includes a quiet room and a secure outside play area. The pre-school serves the local areas of Corringham, Stanford and Fobbing. It is registered to take 30 children between the ages of two and five years. There are currently 85 children on roll, all of whom are in the early years age group. It receives funding for early education places. The pre-school is open five days a week in school term time from 8.40am until 11.40am and 12 noon until 3pm. Children attend for a variety of sessions and some stay all day. The setting supports children with special educational needs and/or disabilities. There are 13 members of staff who work with the children. The manager has a Foundation Degree in Early Years Childcare and Education. Of the other staff members, two have a National Vocational Qualification (NVQ) at level 4, three hold NVQs at level 3 and five hold NVQs at level 2. The remaining staff members are all working towards qualifications. The pre-school receives support from the local authority. The pre-school is registered by Ofsted on the Early Years Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Warm and trusting relationships mean children are confident and happy in this popular pre-school. Children's needs are met well through a range of activities that attract their interest and generally stimulate their learning. This is because staff have a good knowledge of each individual child and have forged close partnerships with parents. Staff effectively promote positive attitudes to diversity. They are skilled in supporting children with special educational needs and/or disabilities, so all are included in everything that the pre-school has to offer. The pre-school's capacity to improve is good and there are detailed plans in place to improve the provision further.

What steps need to be taken to improve provision further?

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

- extend opportunities for children to build on their communication and language skills
- improve opportunities for children to develop their problem solving and reasoning skills during activities.

The effectiveness of leadership and management of the early years provision

Children are kept safe because staff are well trained and understand their roles clearly. They know how to recognise signs of possible abuse or neglect and the action they must take if they have concerns. The safeguarding and complaints policies are shared with parents and are clear about the importance of child protection. All members of staff and the committee have undergone a thorough vetting process to ensure they are suitable to work with children. Staff are vigilant about keeping the premises secure. High staffing levels and rigorous procedures mean that no child can leave the premises unattended or with an unauthorised adult. Daily checks of the accommodation minimise potential hazards and a wide range of risk assessments ensure that children remain safe, especially on trips out. Regular fire drills that are evaluated thoroughly enable children to know what to do in an emergency.

Parents receive good, useful information before their children start at the pre-school. Parents have frequent opportunities to speak to staff about their children's progress at termly meetings and after sessions. In addition, parents are invited to contribute useful information about their child's particular needs, likes and dislikes which is then used to plan tailored activities. In their responses to questionnaires parents confirmed that they are very happy with the provision in the pre-school and appreciated the opportunity to offer suggestions for improvements.

The pre-school has built effective links with local schools and agencies to ensure that children's transfer to school is smooth. The manager and her team are keen to improve the provision and outcomes for children. All aspects of the pre-school are reviewed each year and an action plan to guide improvements is drawn up. The key priorities are identified through performance management, and the managers seek staff's views and those of the parents and children. Analysis of information about children's progress also highlights where the pre-school must make improvements. This analysis has identified that children's communication skills are not promoted consistently during activities. Consequently, training in a project to enhance children's ability to communicate is due to start shortly. Staff are drawing up plans to upgrade the facilities.

When children have particular needs that require specialist skills staff attend training to ensure each child is cared for in the correct way and that their needs are met well. Children with special educational needs and/or disabilities are integrated fully into the pre-school. Close partnerships with welfare, educational and medical agencies ensure the needs of all children are recognised and are also supported well.

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

Children are eager to enter the pre-school at the start of sessions as they know they have friends to play with and adults who are interested in their news. Staff

know the children well and understand the ways in which individuals like to learn. Staff make it a priority to give each child attention during each session. This enhances children's personal and emotional development, as well as skills across the areas of learning. Sometimes staff spend time with the children in the quiet, sensory room to help them learn a new skill, for example, to spell simple words or learn the sounds letters make. On other occasions staff share their enthusiasm for books or allow children to talk through their thoughts when drawing a picture or building a home for an animal.

The key person system is very effective in developing close, positive relationships with the children and their parents. Staff know the children well, check their progress regularly and work with them individually to develop particular skills. There is a good balance of child-initiated as well as adult-led activities. Children enjoy role playing, such as working at a post office, and this encourages them to develop their skills in mark making. Free play, with items such as large plastic milk crates, enhances their imagination and creative development. They transform the crates into a bus, a train or a den and work together on their building projects well. Displays of children's artwork brings colour to the environment, although the use of templates limits their freedom of expression in this aspect of their learning. Songs about numbers and counting games contribute to children's understanding of numeracy. Visits out in the locality or to places of interest, such as the farm, add greatly to children's knowledge and understanding of the world. Outside, children enjoy playing ball games, climbing, sliding, digging and growing their plants and vegetables. They are sometimes involved in problem solving tasks, such as using pieces of guttering to make tracks for water to travel along. However, there are limited planned opportunities for children to develop their problem solving and reasoning skills regularly throughout sessions.

Children make a good contribution to the pre-school. Their behaviour is positive and they play happily with their friends for extended periods of time. They are sensitive to each other's differing needs. For example, when children play with a mixture of cornflour and water, they gently rub it on each other's hands to ensure they all experience the game. Children are encouraged to share their views about how the pre-school can be improved. Currently the children have selected new toys, such as scooters and fire engines, to be purchased out of the proceeds of a forthcoming fundraising event. At snack time children know to wash their hands before enjoying their healthy food. Afterwards, children independently find a plate and cup, pour their drinks and choose what they would like to eat. They spread their own bread and try out new foods. Staff help children to practise good manners, and they know when to say please and thank you, and the importance of taking turns. Children also clear their plates and cups away and help to clean the table. Children play confidently as they know they are safe in the pre-school. On visits out they are taught how to be safe when crossing the road and are offered sensible explanations about how to protect themselves from harm. Children also know they can turn to their key worker or any member of staff if they are unhappy. Many activities promote children's good health as they are active learners who often play outside in the fresh air and grow their own fruit and vegetables.

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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