

# Ugley Duckling Pre-School

Inspection report for early years provision

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**Unique reference number**

204110

**Inspection date**

03/03/2011

**Inspector**

Tina Mason

**Setting address**

Alsa Lodge, Alsa Street, Stansted, Essex, CM24 8SX

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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

Ugley Duckling Pre-school is privately owned. It opened in 1993 and operates from a large converted barn in Stansted, Essex. A maximum of 35 children may attend the group at any one time. The pre-school is open five days a week during school term times. Sessions are from 9.30am to 2.45pm Monday to Thursday and 9.30am to 12.30pm on Fridays, with an optional lunch club from 12.30pm to 1.30pm on a Monday and Friday. All children share access to an enclosed outdoor play area.

There are currently 45 children aged from two to five years on roll. Of these, 27 children receive funding for early education. Children come from the local and surrounding areas. The pre-school supports children with special educational needs and/or disabilities and supports children who have English as an additional language.

The pre-school is registered by Ofsted on the Early Years Register and both compulsory parts of the Childcare Register. The pre-school employs nine staff. Four, including the manager, hold appropriate early years qualifications. One member of staff is working towards a qualification. 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 enjoy an excellent range of stimulating activities in a safe, supportive environment which is conducive to learning, managed very well and carefully looked after. Generally good planning ensures children make sound progress in their learning and development. Partnerships with parents and other settings deliver consistency in meeting children's individual needs, therefore providing an inclusive environment. Most systems and documentation in place are very well organised. Staff have a good understanding of how to evaluate the provision and are well supported by the owner. However, parents and children are not fully involved in the self-evaluation process.

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

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

- reappraise current daily risk assessments to ensure they cover anything with which a child may come into contact
- develop the observation and assessment system to ensure children's next steps are regularly reviewed so progress is ongoing in all areas of learning
- develop methods of including views of parents and children in the self-evaluation process.

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

Effective procedures are in place to protect children. There is a clear written policy which outlines the procedure for reporting any child protection concerns. This includes the process to be followed should an allegation be made against a member of staff. Robust recruitment procedures ensure appropriate checks are carried out on all staff and volunteers to confirm they are suitable to work with children. This helps safeguard children's welfare. Staff are appropriately qualified and induction procedures, appraisal systems and staff meetings ensure they know policies and procedures and can implement them in practice. The setting maintains required written records of risk assessments, which include annual detailed assessments of the setting and daily risk assessments. However, daily records kept lack some detail and do not fully outline all areas children come in contact with, which may compromise children's safety.

The range of resources and equipment provided for all children is, excellent, wide ranging and of exceptional quality. In addition, the equipment promotes all areas of children's learning and development and is distributed effectively so children can self select. The manager, staff and management committee work together very effectively and are committed to maintaining continual improvement. Good levels of reflection and self-evaluation takes place between the manager and staff. However, the views and opinions of parents and children who use the setting have not yet been gained to provide a clear representation of the service. Children gain great benefit from the focus given to promoting positive relationships with their parents and carers. Parents receive good information about the pre-school before children start. Each child's key worker has a secure understanding of their individual welfare and developmental needs. An extensive range of information is provided for parents, in the form of policies and procedures, newsletters and children's developmental profiles. Parents meet with staff during parent consultation meetings to discuss their children's progress. Parents speak very positively of the service offered. They feel the staff are very approachable and helpful and feel very confident that their children are left in very capable hands. Good systems have been developed to forge partnerships with other practitioners to support transition, both between other settings and between the pre-school and local school.

The care and attention taken to identify and address children's individual likes and dislikes and developmental needs enables the staff team to provide an inclusive environment. Children are free to join in activities, express their views and opinions and learn respect and tolerance of others. Toys, wall displays and activities promote positive images of different people from the community and wider world.

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

Children make good progress in their early learning. Children enjoy the benefit of warm interactions with the supportive staff team. As a result, they are relaxed and secure in their environment. The staff team have a secure knowledge of the Early Years Foundation Stage and of child development. The overall system for the observation, assessment and planning for children's progress is secure throughout the pre-school. Well presented visual learning journals and developmental summaries record children's individual progress well. However, children's next steps of learning are not revisited often enough to inform future planning. Children are therefore not supported in a way that allows them to reach their fullest potential.

Children build good relationships with each other and with adults in the setting. Children and staff have fun and the atmosphere is warm and caring. Children enthusiastically engage in activities and confidently initiate their own play, making choices about what they want to do. Staff plan a daily routine that is flexible for the children and is in accordance with their individual needs and requests. Children have access to a dedicated outside play area where children are able to use a range of equipment which promotes their physical development. They enjoy digging in the tractor tyres filled with dirt and sand and taking walks in the woodland area. Staff organise the outdoor area to provide experiences across all areas of learning. In addition, children have access to an outdoor class room so the inside can be brought outside on a regular basis. They have access to every day technology in the role play area, such as, cash registers, telephones, and play cookers. A good range of planned activities, displays, toys and resources depict positive images of people from different cultures, races and those with disabilities. Children therefore learn about the wider world. There are many signs and labels used around the pre-school which helps children recognise that print carries meaning. Both children and staff make good use of the book corner to sit quietly, look at books and listen to stories. Children particularly enjoy story telling sessions where story sacks are used. Children become fully involved in the story telling experience which provides them with good opportunities to develop self-confidence and good language skills. Children have opportunities to mark make with pencils, paints, crayons and chalks; they particularly enjoy writing on the white wipe boards using felt pens. Many of the older children can write and recognise their own name. Children demonstrate a good awareness of position, size and shape as they match different sized animals; they are able to differentiate between the smallest and biggest.

An excellent focus is placed on providing a healthy environment in which children can play and learn. Children demonstrate awareness of very good hygiene routines as they wash their hands and use soap and paper towels. Their awareness of healthy eating is encouraged as they grow their own fruit and vegetables, and care for and tend to this area. Children demonstrate an awareness of safe behaviour as they move around the setting with gentle reminders from staff to walk and look where they are going. The good role modelling provided by adults helps children learn appropriate behaviours and gain the most from opportunities the setting

offers. Children are given good opportunities to develop skills that contribute to their future economic well-being. Routines ensure that each child is encouraged to make as much progress as they can in communication, literacy, numeracy and information technology. Children with special educational needs and/or disabilities are well-cared for. The special needs coordinator (SENCO) works closely with other agencies, parents and staff to ensure that each child is supported to reach their full potential. Children develop good habits as active, inquisitive, independent learners: they, develop collaborative skills and problem solving attitudes. They are able to demonstrate through their play and communications that they understand increasing features of the wider world. For example, a volunteer environmental officer comes into the pre-school once a week and leads older children in environmental based activities.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	2

### 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>	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	1
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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