

# Radwinter Pre-school

Inspection report for early years provision

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<b>Unique reference number</b>	402986
<b>Inspection date</b>	29/03/2011
<b>Inspector</b>	ISP Inspection Lynn Clements

<b>Setting address</b>	The Village Hall, Hempstead Village Hall, Hempstead, Essex, CB10 2PD
<b>Telephone number</b>	01799 599 797
<b>Email</b>	info@radwinterpreschool.co.uk
<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*.

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**

Radwinter Pre-School opened in 1979. It operates from the main room in the village hall of Hempstead. The pre-school is registered to care for a maximum of 24 children at anyone time. There are currently 21 children from two to five years on roll. This includes 15 children in receipt of early education funding. The setting is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The pre-school serves the local area. They are open each weekday during school term times. Sessions are from 9.30am until 1pm. Children attend for a variety of sessions.

Five members of staff work with the children. Three members of staff, including the manager, have completed relevant early years training. One member of staff is currently working towards an early years 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.

All members of staff have taken the time to develop their knowledge of each child's needs to make sure that they can successfully promote their learning and welfare. Children are safe and secure and very much enjoy learning about their local area and the wider world around them. Partnerships with parents, carers, the local school and other key agencies are excellent and a particular strength in making sure that the needs of all children are met, along with any additional support needs. This means that children progress well, given their age, ability and starting points. Regular self-evaluation by the committee, manager and staff makes sure that priorities for development are identified and acted on, resulting in a pre-school that responds to all user needs.

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

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

- develop further the current systems of assessment and planning to ensure that children's next steps for learning are clearly linked to the Practice Guidance for the Early Years Foundation Stage and that differentiation is consistently included in planning.

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

All members of staff are suitable to work with children and demonstrate a high level of commitment to promoting their safety. Arrangements for safeguarding

children are robust, regularly reviewed, carefully managed and understood by those who work with them. There are a range of relevant policies and procedures which are implemented in practice and shared with parents and carers. This enables the manager and staff to run the setting smoothly and to promote positive outcomes for the children. All documentation required by legislation is in place and updated as required to meet children's changing needs. Health and safety issues have been fully addressed. Clear risk assessments are in place and staff have completed paediatric first aid training enabling them to provide appropriate care for children in the event of an emergency. The environment in which children are cared for and educated is safe and supportive. Children are taught to be safety conscious without being fearful. The setting is conducive to learning and well cared for. Resources are used well to achieve the planned goals in learning and development; outcomes are clearly attributable to the good use of resources and effective deployment of staff. The outside play area is particularly well resourced.

Staff in the setting actively and successfully promote equality and diversity and where necessary tackle unfair discrimination. They are highly effective in ensuring that all children are well integrated. Staff have an exceptional knowledge of each child's backgrounds and needs. They update their skills and knowledge on a regular basis and effectively help children to learn about and understand the society in which they live. Excellent partnership working takes place and this established multi-agency approach makes sure that children receive extremely high levels of support at an early stage. The setting has a highly positive relationship with all groups of parents and carers. They are fully consulted and involved in decision-making on key matters affecting the setting, for example, regarding extending opening times and providing additional sessions. Parents and carers are encouraged to contribute their views and suggestions about the provision which they do with confidence. These are actively taken on board by the setting and developed to enhance the pre-school and improve outcomes for children. Parents and carers are very well informed about all aspects of their own children's achievement, well-being and development. They report that the setting is stimulating for their children and helps them to develop social skills as they interact positively with staff and each other. Parents and carers feel fully involved and appreciate that staff take the time to listen. Parents or carers of children with additional needs find the setting superb. They state they are fully consulted and included in target setting. They feel safe when leaving their children and mention in particular the exemplary interagency working as a strength which directly impacts on the positive achievements their children enjoy. The highly inclusive systems of communication ensure that there are consistent and productive partnerships with parents, carers and other partners resulting in strong levels of engagement with the settings work. Actions taken by the staff in the setting are well-chosen and carefully planned. The manager communicates ambition and drive to secure improvement well. Managers and staff are confident about what the setting needs to do to improve further and they have been successful in making and sustaining improvements. Management systems run smoothly.

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

Those in charge are focused on helping all children to make good progress in their learning and development, and promoting their welfare. There is a common sense of purpose between members of staff who work well together to ensure that all groups of children have the opportunity to achieve as well as they can. Teaching is good and supports achievement. Staff use a range of methods to support learning, including intonation and sign language along with visual and audio clues. Labels and posters provide positive images and act as reminders, for example, hand washing posters in the toilet area remind children how to wash their hands thoroughly. A key person system is in operation and in addition to the learning journeys they maintain daily communication records enabling parents and carers to contribute information about the achievements their children enjoy at home. This approach enables the staff to learn about children's interests and build on what they know and can do. For example, as they achieve milestones with their families, such as, learning to swim. Learning records are well presented and include observations of the children as they make progress towards the six early learning goals. However, whilst staff identify future learning intentions, they are not always consistent in making sure that children's next steps are clearly linked to the Practice Guidance for the Early Years Foundation Stage to ensure that challenge in these areas remains effective. Planning includes learning opportunities both inside and out. However, whilst staff clearly adapt activities to support individual children, they have identified the need to develop their planning further to ensure differentiation is clear. Children are currently make good progress towards the early learning goals and are developing the personal qualities that enable them to take responsibility for small tasks and develop skills for the future.

Children have good relationships with adults. They play well on their own, and those from different backgrounds and cultures work and play in harmony. They are motivated and interested in a broad range of activities and take responsibility for choosing what they do. Children problem solve independently, for example, as they work out how to fit different sized wheeled toys onto their pirate ship. They cooperate together as they try alternative ways to make them fit, coming to the conclusion that taking them on board one by one is the best way. Children are motivated in the wide range of interesting activities. They enjoy using their imagination as they create Easter baskets and mothers day cards. Other children explore texture as they manipulate dough, pulling and stretching it into various shapes. They learn social skills and enjoy being with and talking to adults. Children form friendships with other as they share their ideas at registration and join their friends at their cafe-style snack bar. Children show increasing control over clothing and fastenings as they take off and hang up their own coats when they arrive or put them on again before going outside to play. They enjoy opportunities to develop their understanding of technology, for example, as they competently use a mouse and keyboard to interact with age-appropriate computer software. Children interact with the natural world, observing birds and learning to identify their different songs. They move freely around the pre-school both inside and out participating in adult-led and child-initiated activities at a pace which suits them.

Children show good awareness about what constitutes a healthy lifestyle. They adopt good personal hygiene routines and understand the importance of healthy eating. Children engage in a wide range of physical activities, both indoors and out, increasing their understanding about the importance of regular exercise as part of maintaining a healthy lifestyle. They enjoy creating dens and finding different ways to move around. They use large apparatus with care as they develop their hand-eye coordination and balance. Children are secure with members of staff and they develop a sense of belonging to their setting. They know what is expected of them and can demonstrate a clear understanding of how to stay safe independently of adult prompts. Their understanding of safety issues is demonstrated through their play as they recognise and confidently talk about dangers and how to keep themselves safe. For example, as they learn to be careful when using single handed tools, such as, scissors. Good quality interaction and well organised routines provides an environment where children's self-esteem and confidence are positively raised.

## 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	2
The effectiveness with which the setting promotes equality and diversity	1
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	1
The effectiveness of the setting's engagement with parents and carers	1

### 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

<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	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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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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