

Coopersale Pre-School

Inspection report for early years provision

Unique reference number	204043
Inspection date	07/12/2010
Inspector	Sandra Daniels

Setting address	Institute Hall, Institute Road, Coopersale, Epping, Essex, CM16 7QX
Telephone number	07743 595892
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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

Coopersale Pre-School was registered in 2000. It is registered to provide care for a maximum of 30 children in the early years age group at any one time. There are currently 45 children on roll and the pre-school is registered on the Early Years Register.

The Pre-School operates from a village hall situated in Coopersale, Epping, Essex. It is open each weekday from 9am until 3pm term time only. The pre-school has two fully enclosed outdoor play spaces. The building is accessible as there are no steps leading into the side entrance, the main play area and toilet facilities are on the ground floor. They have systems in place to support children with special educational needs and/or disabilities or for those who speak English as an additional language.

The pre-school currently employs five members of staff, four of whom hold appropriate early years qualifications. There is one member of staff currently working towards a Level 2 early years qualification. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children are generally happy and enjoy the activities on offer in the pre-school. Staff satisfactorily meet some children's individual needs, but the environment is not consistently inclusive for some of the younger children and behaviour is not always effectively managed. Most records are in place for the safe management of the early years provision and partnerships with parents and carers is strong. Although there is evidence of some reflective practice, systems for self-evaluation are not secure and potentially impact on the successful provision for children's learning and development. Although risk assessments are in place, staff do not consistently take care to ensure the premises remain secure.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- provide Ofsted, on request, with a written record of all complaints made during any specified period, and the action which was taken as a result of each complaint (Safeguarding and promoting children's welfare) 23/12/2010
- ensure that the premises are safe and secure; this 23/12/2010

- relates to keys left in the front door (Safeguarding and promoting children's welfare)
- develop staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their ages and stages of development (Safeguarding and promoting children's welfare) 15/04/2011
- ensure all children, in particular the younger children, are provided with a programme of activities which meets their individual developmental needs (Organisation). 15/04/2011

To improve the early years provision the registered person should:

- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the pre-school's strengths and priorities for development to improve the quality of provision for all children
- support children's growing independence as they do things for themselves, such as serving themselves at snack times and choosing materials for creative activities
- ensure observation across the six areas of learning supports continuous assessment to form a view of where each child is in their learning, where they need to go, and the most effective practice to support them in getting there.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because staff have a satisfactory knowledge and understanding of child protection issues. There is a sound policy and procedure in place which gives staff clear direction of how they should proceed if they have a concern about a child. This policy includes the procedure to be followed should an allegation be made against a member of staff. All staff have been appropriately vetted and are suitable to be working with young children. Any students, new staff or volunteers are always supervised by staff. However, children's security is somewhat compromised as the keys are sometimes left in the front door and the inner door to the children's play area is left unbolted. This is a breach of requirements. Information about policies and procedures is shared with staff at meetings and training needs identified through the appraisal system. Parents are given clear information about how to contact Ofsted should they have any concerns about the care children receive. However, the complaints record lacks sufficient detail to meet requirements. There is no information recorded of the complaint and the outcome of it. This is a breach of requirements. All policies and procedures are made easily accessible in writing to parents. The manager and staff are suitably qualified. They have completed the Ofsted self-evaluation process, but this has failed to identify some welfare requirements that are not being met and there are no current targets for improvement on record. The recommendation raised at the previous inspection has been fully addressed.

The pre-school is well resourced and activities are made accessible to all children.

The needs of individual children are considered and are met for some children through working closely with parents and carers. Parents have regular opportunities for both informal chats and formal discussions with key workers and the manager. They look at their children's observation books and discuss their future learning, and take the opportunity to record their comments. The pre-school is developing partnerships with other agencies who offer specialist additional support for children.

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

Children make suitable progress in their learning and development. Staff have, or are gaining, a satisfactory knowledge of the Early Years Foundation Stage and are generally able to support children to learn and develop. However, some children, particularly the younger ones are not consistently provided with a programme of activities which meets their individual needs and their behaviour is not always managed appropriately. For example, there are group story times where younger children are not engaged in the activity and find it difficult to concentrate for sustained periods of time, but staff's expectations of children are unrealistic. These are breaches of the welfare requirements. There is a balance of adult-initiated and child-led activities and children have some opportunities within the routine to suggest ideas for activities themselves. They make use of the outdoor play areas during most sessions, and there are opportunities for physical play indoors during bad weather. Staff use some effective teaching methods, such as demonstrating art and craft activities, explaining rules and giving praise and encouragement.

Key persons observe the children and these observations are recorded under each of the six areas of learning. However, information gathered from observation does not support continuous assessment to form a view of where each child is in their learning, where they need to go, and the most effective practice to support them in getting there. Some opportunities are planned to extend children's knowledge of the world about them. Children gain sound skills for the future. Their early literacy skills are suitably developed as staff offer a range of opportunities, including free use of drawing and writing materials and a range of interesting books.

Children generally feel safe and secure within the pre-school and will approach staff for reassurance and to ask questions. They gain confidence to talk about their activity, for example, asking for a note book to write a shopping list and going to the 'shop' to collect the items on the list, eagerly describing the items and relating them to familiar things from home. Children are suitably prepared for their transition from the pre-school to school. They develop sound self-care skills in toileting, dressing and eating. During free play sessions, children make decisions by selecting from accessible materials, such as construction and small world toys. However, children's independence is not fully supported, for example, at snack times and when taking part in art and craft activities where the subjects are created for them by staff.

The children begin to show an understanding about the importance of regular exercise and they enjoy daily opportunities to engage in physical activities,

sometimes indoors. Children begin to learn about hygiene as they independently wash their hands after using the toilet, although, occasionally, this remains unchecked by staff and children are not consistently reminded. They have easy access to tissues, which they dispose of safely. Children begin to develop an understanding of dangers and how to stay safe. Some recognise the need to behave in ways that are safe for themselves and others, although explanations from staff are not consistent. Children learn to share with each other and take turns, for example, at table games.

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?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	4
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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