

Eastwood Community Pre-School

Inspection report for early years provision

Unique reference number

119473

Inspection date

18/03/2011

Inspector

Tina Mason

Setting address

Eastwood Community Centre, Western Approaches,
Southend on Sea, Essex, SS2 6XY

Telephone number

07986 982697

Email

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Eastwood Community Pre-School opened in 1980. It operates from the large hall and lounge within the Eastwood Community Centre, located in a residential area of Southend-on-Sea, Essex. The pre-school is open five days a week during school term times. Monday, Wednesday and Friday sessions are from 9.15am to 12pm or 12.30pm. Tuesday and Thursdays are from 9.15am to 12.15pm or 12.45pm. Afternoon sessions are 12pm to 3pm Monday, Wednesday and Friday. Lunch clubs are Monday, Wednesday and Fridays 12pm to 12.30pm and Tuesdays and Thursdays 12.15pm to 12.45pm. Funded children can stay all day on Monday, Wednesday and Friday, and this is also on offer to other children. All children share access to an enclosed outdoor play area.

The pre-school is registered on the Early Years Register. A maximum of 42 children may attend the pre-school at any one time, all of whom may be on the Early Years Register. There are currently 71 children attending who are within the Early Years Foundation Stage. Children come from the local area. The pre-school currently supports children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The pre-school employs 14 staff, of whom 10, including the manager, hold appropriate early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A committed and enthusiastic staff team provide a good standard of care and education for children. They know children extremely well and recognise their uniqueness when meeting their individual needs. As a result, most children make good progress in their learning and development. The provision is welcoming and inclusive where all children have equal access to the opportunities and experiences on offer; therefore, no individual child is disadvantaged. Effective partnerships with parents and carers are in place and support children's placements well. The use of self-evaluation, addressing of recommendations raised at the last inspection and commitment of staff demonstrate the setting's capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- improve the use of observation and assessment to support the planning and provision of enjoyable and challenging learning and development experiences that are appropriate to each child's stage of development as they progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

Robust vetting and safeguarding procedures are in place which keep children safe and secure both inside and outside the setting. The enthusiasm and knowledge of senior staff ensure that all aspects of provision are well led. Strong leadership and management, together with good provision, result in children making good progress in their learning and development. The required policies are in place and regularly reviewed. Induction procedures for new staff are clear and comprehensive, and ensure only suitable staff are employed. Regular staff reviews and meetings identify training needs, which are given a high priority and appropriately addressed. Frequent and thorough risk assessments of all aspects of the provision are completed. Ongoing reviews and updating of policies and practices, such as, staff use of mobile phones and photographic equipment, ensure that children are protected and safeguarded. Well-maintained procedures and systems are in place to record children's details, including medical needs and accidents. These are securely stored to promote confidentiality.

Staff work in partnership with parents to enable children's individual needs to be clearly identified and well supported. The parent notice board displays the required registration and insurance certificates, together with additional information, and keeps parents well informed about how the setting operates. An open door policy allows parents to have access to their child's file at any time, and children's individual learning journeys record children's progress and development well. Parent questionnaires speak very positively about the care and education which their child receives. The manager has developed close relationships with other settings, agencies and the local authority, and shares her expertise with her staff, supporting and extending their understanding and knowledge of the Early Years Foundation Stage. The manager and staff are clearly committed to developing the setting and provide children with an exciting and stimulating environment. The outside area provides good opportunities for children to develop physical skills and explore and develop their knowledge and understanding of the world.

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

The setting provides a welcoming and safe environment. It is extremely well organised and the deployment of staff is very effective. The children are well catered for and their behaviour is very good. Children make good progress in their learning and development as staff understand the Early Years Foundation Stage requirements. Staff obtain information about children's starting points from parents and then make their own assessments from the observations undertaken throughout the sessions. Staff plan activities based on their observations of the children's interests. Written observations are clear and informative about children's achievements. However, systems to ensure that all staff consistently promote the next steps in their progress are not fully in place.

Children work well together, share resources and demonstrate that they can work independently. The wide range of resources available provide activities which stimulate the children and help them to develop their communication, literacy, numeracy, and information and communication technology skills well. The children know and understand the daily routines and cooperate well with each other and the staff. Interaction with children is skilful and helps them to develop their personal and social skills. Social skills are also promoted at snack time when the children sit together at tables and talk with other children and staff. Children develop their speaking skills through sustained conversations about real or imaginary events, and through interactive story times. This is further enhanced by regular reinforcement of learning. For example, an interest in knights and castles fired the children's imaginations and promoted staff to develop further activities, such as, building castles with large cardboard boxes. Children enjoy singing songs at circle time and engage well in imaginative play as they 'chat' on the phone in the hairdressers. They enjoy using bricks to make simple structures. They move in a range of ways, such as, pedalling bikes, kicking balls and climbing on the wooden climbing frame inside.

Healthy lifestyles are promoted well through the effective use of both the indoor and outdoor areas. For example, staff encourage good hygiene practice among the children and ensure they wash their hands before snack time. Children make choices from the healthy snacks available. They also demonstrate an awareness of safe behaviour as they move around the setting, with gentle reminders from the staff to walk and look where they are going. The good role modelling provided by adults helps the children learn appropriate behaviours and gain the most from the opportunities the setting offers. Children are able to express themselves through creative activities including painting, collage, discussion, role play and early writing. The availability of activities, such as, puzzles, matching games and play dough enable children to explore concepts of number, sequencing, weight and colour. Children's independence is growing as they help to prepare their snack, serve themselves and collect their name card to say they have had it. They use the computer and require very little support from staff, and attempt to put on their own coats for outdoor play.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

