

Beaches Pre-school

Inspection report for early years provision

Unique reference number EY271753
Inspection date 28/04/2011
Inspector Fiona Robinson

Setting address Westlands School, Beeches Close, Chelmsford, Essex, CM1
2SB

Telephone number 07709 603246

Email

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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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

Beaches Pre-school was first registered in 2003 and is run by a charity committee. It operates from two classrooms in Westlands School, in Chelmsford, Essex. All children share access to a secure, enclosed outdoor play area. The pre-school has the use of the hall and outdoor environment of the host school.

The pre-school is open each weekday from 8.45am to 11.45am during the school term. On Mondays and Tuesdays there is an afternoon session from 12.25pm to 3.25pm. Children come from the local area and attend for a variety of the sessions on offer. A maximum of 40 children aged from two to under five years may attend at any one time. Currently there are 57 children on roll, all of whom are in the early years age group. Of these, 50 receive funding for nursery education. The pre-school is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. It supports children with special educational needs and/or disabilities, and those who speak English as an additional language.

There are six members of staff who work with the children. Of these, four hold a National Vocational Qualification (NVQ) at level 3 and two are working towards an NVQ at level 3. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children achieve well in a bright, stimulating environment and are fully included in interesting and well-organised activities. Staff take into consideration children's individual needs and interests and have an excellent knowledge and understanding of safeguarding. There are excellent links with parents and the host school and information is shared very effectively. The manager and staff have a good knowledge of the pre-school's strengths and areas for improvement. There is a good record of continued improvement.

What steps need to be taken to improve provision further?

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

- develop problem solving and sensory experiences in the outdoor area
- develop further children's mark making and writing skills during activities.

The effectiveness of leadership and management of the early years provision

Staff safeguard and promote children's welfare extremely well. Comprehensive policies and procedures are fully implemented to ensure children's safety. Risk assessments are carried out regularly to keep children safe and staff are deployed

very effectively in the indoor and outdoor areas. Staff and parents have a very secure knowledge of the rigorous procedures in place for the collection of children. There are robust staff recruitment and vetting procedures in place to check the suitability of all adults having contact with the children. Staff have an excellent knowledge of safeguarding and child protection procedures and regularly update their training. Children use a good range of equipment that is well-maintained, safe and suitable for their age. Fire evacuation procedures are practised frequently to familiarise staff and children with the routine.

The pre-school is well-led and managed. Staff meet together regularly to discuss planning, assessment and areas for improvement. They value the views of parents and children and good self-evaluation systems are in place. Good progress has been made in addressing the recommendations of the previous inspection. In particular, activities are thoroughly planned and regular observations of children's progress are used to plan the next steps in learning. Staff make effective use of a good range of resources to meet the needs of the children. They actively promote equality and diversity to an outstanding level and ensure children are fully integrated into activities. Children enjoy role play in their castle and learn about the Royal Wedding. Staff regularly monitor their activities and attend training to enhance their qualifications and experiences. They have a clear idea of the areas for improvement and are currently developing the layout and resources for the outdoor area. However, planning shows that opportunities for children to explore and investigate their natural environment to develop their problem solving skills are not fully exploited. Opportunities for children to practise their mark making and writing skills are also limited. Overall, staff demonstrate a good capacity to improve through strong teamwork.

Partnerships with parents and carers are outstanding. Parents say their children enjoy attending the pre-school because staff have created an exciting, purposeful environment. Staff are very welcoming and supportive and keep parents very well-informed of their children's achievements and progress. They receive comprehensive information through informal discussions, newsletters, the parents' notice board and the home communication book. Key staff regularly share the children's learning journeys with parents. These are records of children's achievements and activities while at the pre-school. Parents are very supportive of fund raising activities, such as the treasure hunt and the sponsored Easter egg hunt. The relationship with the host school is outstanding and information is shared very effectively with staff. The pre-school also benefits from the use of its hall and outdoor area. Staff have established excellent links with outside agencies. They are very experienced in caring for children with special educational needs and/or disabilities, and those who speak English as an additional language.

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

Children achieve well because activities are interesting and well organised. The staff value their ideas and interests and include these in their planning. Themes, such as the 'Royal Wedding', 'spring' and 'pirates' enrich the children's experiences. Staff evaluate the achievement of the children on a regular basis. Children behave

very well because staff are excellent role models with high expectations. Children enjoy excellent relationships with staff and one another. All children take part in pre-school activities, including those with special educational needs and/or disabilities, and those who speak English as an additional language. Children share resources sensibly and help with the tidying up routine. They learn to take turns and respect the pre-school rules. Festivals, such as harvest, Diwali, Eid, Chinese New Year and Easter enrich children's experiences and give them an excellent appreciation of other customs, lifestyles, dress and food. They enjoy dressing up for their Nativity play and performing this for parents.

Children develop a good understanding of keeping themselves healthy. They learn how to make healthy choices at snack time and help to prepare fruit salads and pizzas with healthy toppings. They develop their physical skills well as they climb, balance and play ball games. Children are keen to grow potatoes, strawberries and herbs in their outdoor area. They have an excellent understanding of keeping themselves and others safe. For instance, they know the correct way to tidy away their equipment and benefit from talks on safety from the police and fire services. They also use tools very safely when making models and preparing food to eat.

Children enjoy an interesting range of activities and are encouraged to independently select resources and initiate their own activities. Their creative skills are developed well as they design and make collages of wedding dresses and crowns. Children are encouraged to use their imaginations during role play while pretending to be princes and princesses. When staff read the fairy stories, children listen eagerly. Most children can count up to fifteen and beyond by the time they leave pre-school and they enjoy counting up to five in French. Children are keen to identify shapes in the indoor and outdoor environments. They tunefully sing songs, such as 'Five Speckled Frogs' to practise their counting skills. They make good progress with their speaking and listening skills and confidently use the computer to complete simple programmes. They enjoy searching for mini beasts outdoors and learn about the life cycle of a frog. Recently, they have benefitted from talks about African tree frogs and snakes and visits to see the animals at a local farm. Overall, children enjoy their activities and are prepared well for their future learning experiences.

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	1
The effectiveness of safeguarding	1
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

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	1
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

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