

Writtle Green Pre School

Inspection report for early years provision

Unique reference number 650172
Inspection date 09/05/2011
Inspector Patricia Champion

Setting address Longmeads Community Centre, 12-14 Redwood Drive, Writtle, CHELMSFORD, Essex, CM1 3LY
Telephone number 07950 944612
Email wgp_s@yahoo.co.uk
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*.

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

Writtle Green Pre-school is run by a committee. It opened in 1994 and operates from one large room within Longmeads House Community Centre in Writtle, Essex. All children share access to a secure, enclosed, outdoor play area and have supervised access to the playing field. Access to the premises is accessible by a ramp to the rear of the premises. A maximum of 16 children may attend the pre-school at any one time. The pre-school opens five days a week during school term times. Sessions times are from 9.10am until 11.40am and from 12pm until 3pm.

There are currently 44 children aged from two to five years on roll. Children aged three and four years receive funding for early education. Children attend for a variety of sessions. The pre-school serves the local community and surrounding areas. The setting supports a small number of children who have special educational needs and/or disabilities or who have English as an additional language. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The pre-school employs seven staff, of whom all of the staff, 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.

Children feel safe and secure and the pre-school works extremely closely with parents and other early years professionals to provide good levels of care. Staff focus on recognising children as individuals and ensure that their unique needs are effectively met. Children follow their own interests and also have access to a wide range of planned activities, which support their welfare, learning and development well. Documentation is mostly well maintained and supports the efficient running of each session. The commitment and enthusiasm of the staff team to monitor and continually reflect upon practice to promote development, ensures continuous improvement.

What steps need to be taken to improve provision further?

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

- enhance and extend the range of activities offered through outdoor play
- ensure that information about evacuation drills is recorded in a fire log book with details of any problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

Safeguarding procedures are robust. Policies and procedures are regularly reviewed, ensuring they reflect updated legislation and meet current requirements. Regular safeguarding training keeps the staff's child protection knowledge up-to-date and they are confident about the steps to take should any concerns arise. Rigorous employment checks ensure all staff are suitable to work with the children. Children are never left unsupervised with any persons who have not been properly vetted. Ongoing risk assessments for the premises, outdoor areas and outings ensure the children's safety is maintained at all times. Although children and staff routinely practise evacuating the premises, information about fire drills with details of any problems encountered and how they were resolved is not yet recorded in a fire log book.

Self-evaluation is accurate and effective in securing improvements in the provision. Significant improvements have been made to the premises since the last inspection so that it is conducive to learning. Toilet facilities are now easily accessible so that children can independently deal with their hygiene and care needs. The outdoor area has recently been renovated with new fencing to provide a safe and interesting environment and children can now move freely between indoor and outdoor play. All the recommendations from the last inspection have been successfully addressed to improve outcomes for children.

Inclusive practice is promoted through an effective key person system, ensuring children's individual care requirements are met and activities support their overall learning needs. Children are well supported to develop an understanding of the wider community and have good opportunities to strengthen the positive impressions of their own and other cultures and beliefs. A strong system is in place to support children with special educational needs or those who speak English as an additional language.

The manager and staff have developed excellent links with all parents and families. Parental involvement is fully promoted, with some parents joining the committee, organising family fundraising events or sharing their skills and information about occupations with the children. The entrance area notice board is used well to inform parents about these events as well as about the essential work of the pre-school to promote the best possible learning opportunities. A book share scheme also operates and children take home special toys to share adventures with their families. Both parents and staff complete the 'wow moment' stickers or notices to share information about children's important achievements at home and in the pre-school. Parents make good use of the evaluation forms they are invited to complete; typical comments include 'we are very happy with everything the pre-school offers for our child's development' and 'all round perfect pre-school, would not change a thing'. All policies and procedures are readily available to parents, ensuring they have a full awareness of the ethos and day to day operational practices of the pre-school.

The pre-school is highly committed to the development of partnership working.

The staff team work closely with their development worker and liaise effectively with childminders and local schools so that children have a smooth transition into full time education. The staff take the lead in setting up systems to systematically share information to enhance and support children's learning where they attend more than one setting.

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

Staff have a good understanding of the Early Years Foundation Stage framework, which ensures that children enjoy valuable play and learning experiences. Children are able to contribute their ideas and suggestions to staff who then plan a range of stimulating activities which maintains their interest. Staff are constantly seeking ways of using the indoor and outdoor spaces as efficiently as possible to enrich children's learning. The outdoor area is now starting to become a valuable extension to the classroom and children relish the opportunity to choose between indoor and outdoor play. The staff recognise that extending and enhancing the range of outdoor activities further will allow children to do things in different ways and on different scales than when indoors.

The focus on developing children's personal, social and emotional development enables children to play cooperatively with their friends. Children mix well together, offer one another support, share resources and take turns when using the computer. They behave well when eating their fruit at the rolling snack bar while engaging in lively discussion with staff. These discussions reflect a good understanding of effective hygiene routines and the benefits of an active lifestyle. At midday the older children learn to open food containers and manage their lunch boxes in preparation for starting school. Children show that they feel safe through their interactions with adults. They know how to keep themselves and others safe by using equipment such as tools and scissors carefully and in safety.

All children are making good progress in the six areas of learning, given their starting points and capabilities. Achievement is analysed well by each child's key person and the next stage of learning is identified. Parents and children have regular opportunities to look through the observations, photographs and samples of their work in the individual folders. Children are developing their creativity and show great pride in their work which is displayed prominently around the room. They are becoming inquisitive, active learners. Children recognise simple shapes and numerals and count within everyday routines. Their communication, language and literacy skills develop well through the staff using carefully formed open questions, which elicit interesting answers. Staff are genuinely interested in the children and encourage them to share their news when in small or larger groups. Children demonstrate confident technology and problem solving skills and adeptly use the computer. The skills children are developing are those which will support their transition to school and beyond.

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	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	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

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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