

Halstead Pre School

Inspection report for early years provision

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Inspector

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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*.

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

Halstead Pre School is one of two privately owned settings run by the same owner. It was originally established in 1970 and reopened under new management in 2007. The pre-school operates from a demountable classroom in the grounds of Richard de Clare County Primary School in Halstead, Essex. All children share access to a secure, enclosed, outdoor play area. The setting is accessible via a ramp at the rear entrance.

A maximum of 26 children may attend the pre-school at any one time all of whom may be on the Early Years Register. There are currently 62 children attending who are within the Early Years Foundation Stage. The pre-school opens five days a week during school term times. Sessions times are from 9am until 12pm and 12.30pm until 3.30pm. With an optional lunch club from 11.30am until 12.30pm. The pre-school is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The pre-school provides funded early education for three and four year olds. 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 with special educational needs and/or disabilities and children who speak English as an additional language.

The pre-school employs 10 staff, of whom eight, including the manager hold appropriate early years qualifications with two undertaking early years qualifications. A specialist teacher joins the setting for dance and music activities. The setting receives support from the local authority and the Halstead Cluster Group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare, learning and development in the Early Years Foundation Stage is fully supported by the staff. Children's individual needs are mostly understood and through regular observations their interests and the next steps in their learning are clearly identified and included in the plans. The setting has good relationships with parents and seeks support and advice from other professionals to ensure that children's individual needs are fully understood and can be supported. They work well with other providers for consistency of children's care and learning. The setting has clear procedures to evaluate and monitor their good practice and have identified areas for improvement to benefit children's continued learning and development.

What steps need to be taken to improve provision further?

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

- review the organisation of the day to provide children with opportunities to

independently initiate outside play.

The effectiveness of leadership and management of the early years provision

Children's welfare is fully supported as staff have a good understanding of safeguarding children and are knowledgeable of the steps to take should they have any concerns about the welfare of a child. The pre-school have clear policies and procedures in place for staff to follow and include local contact numbers, which are displayed. Staff complete risk assessments for equipment and activities and a daily checklist around safety to ensure that children are protected from any potential hazards, a note is made of any issues and what action is taken to minimise risks to children. Staff complete risk assessments before each outing, ensuring that children's safety is maintained when away from the setting and a record of these are kept. The premises are secure and children cannot leave them unsupervised, this helps to further promote children's safety.

The staff has developed good partnerships with parents. They are kept fully informed about their child's learning and development through daily verbal feedback. Children's learning journey records are sent home at the end of each term and staff discuss children's progress with parents. They are encouraged to provide written feedback on how their children are progressing. Parents are kept informed about the provision through the notice board in the entrance and copies of the pre-schools policies and procedures are readily available. Parents are able to provide feedback to help the pre-school in making continued improvements to their practice to benefit children through responding to questionnaires that are sent out when the pre-school makes any changes to their practice. The pre-school has in place clear procedures to exchange information with other settings children attend. Children have regular visits to the primary school, teachers come into the pre-school to visit the children and they have access the school playground. This helps them to develop relationships and familiarise themselves with their new surroundings, to ensure that they feel settled and are fully supported with transitions.

The majority of staff hold appropriate early years qualifications to fully support children's learning and development. Staff have a good understanding of the Early Years Foundation Stage and are involved with planning activities each week around the individual needs of their key children. The staff are fully supported in further training for their continued professional development. This ensures that outcomes for children continue to remain positive and develops their knowledge. All staff members are included in reviewing and evaluating the pre-school's practice. Areas for improvement are discussed at staff meetings and are used to benefit children's learning and development and to further improve the staffs' current good practice. The pre-school has in place a range of policies and procedures to support their good practice, which are regularly reviewed by all staff.

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

Children are provided with a range of fresh and dried fruit to promote their health at snack time that meet their individual dietary requirements. Staff ensure that good hygiene routines are observed at snack and meal times to promote children's health and welfare fully. They remind children about good hygiene procedures through singing a song about removing germs from their hands. Children have additional sessions on exercise and moving to music to promote their physical development and co-ordination. Children have access to a small outside play area and can access the school playground and large play equipment to enhance their physical development further. Risk assessments and a daily checklist are completed to ensure that children's safety is a high priority. Children have access to large equipment in the outside play area where they can climb, crawl, jump and balance to effectively support their physical development. Children are taken on regular walks. This helps them to develop a positive attitude to exercise. They learn about their local community and their health is also promoted.

Children are able to make choices in what they play with which helps to promote their independence well. Staff ask children open ended questions to help extend their learning and also develops their thinking skills. Children are confident communicators as they talk freely with each other and express themselves clearly as they talk about their play. Children self register on arrival as they find their own name card and enjoy looking at books so that they are supported in developing an interest in literacy. Children have free access to resources to draw, write and paint to support their dexterity and pencil control skills in readiness for writing. Children's self esteem and confidence is developed as staff display their work and give them positive praise for their efforts. When staff welcome children they use sign language. This helps children to learn about different ways of communicating and ensures that all children are included and are able to understand what is going on. Children have free access to a range of craft resources to create collage and to paint. Children know how to turn the computer on and off and can move the mouse around the screen and on click onto the correct item to play the game to develop their understanding of technology. Children are able to access the outside play area. However, they are not always given opportunities to initiate when they go outside to meet their own needs and interests. Children learn about the environment as they fill pots with compost and plant broad beans and sunflower seeds. Staff use mathematical language to describe the different sizes by asking children 'which seed is bigger and which is smaller?' to help develop children's understanding on problem solving.

Staff ensure that observations are completed on each child so that their interests and progress is recorded. These are clearly linked to the six areas of learning and used to inform planning to ensure children's learning is fully supported. The next step in children's learning is identified and included in the weekly plans to ensure that children are making good progress in their learning and development. Plans show both adult and child-initiated activities and are colour coded and include activities to support children's individual learning needs. Children's learning journey records are clearly linked to the area of learning and staff link their observations to

the developmental scales to show that children are making good progress in their learning. They include photographs and examples of children's work to help inform parents how children's ongoing learning is fully supported.

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