

Colne Engaine Pre-School

Inspection report for early years provision

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Inspection date	23/05/2011
Inspector	Lynn Hughes
Setting address	Village Hall, 1 Station Road, Colne Engaine, Colchester, CO6 2ES
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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.

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

Colne Engaine Pre-School was registered in 2007 and is privately owned and run. It operates from the village hall in Colne Engaine, near Colchester, Essex. An enclosed garden provides opportunities for outdoor play. The pre-school is open from 9am to 12noon four mornings per week and from 12pm to 3pm two afternoons per week, term time only.

A maximum of 24 children under five years may attend the pre-school at any one time, all of whom may be in the early years age range. There are currently 42 children on roll. The pre-school supports children with special educational needs and/or disabilities, and children who are learning English as an additional language. This provision is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The pre-school employs six members of staff. Of whom, five including the manager hold appropriate qualifications to at least level two.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting meets the learning, development and welfare needs of children to a good standard. Staff are very knowledgeable of the children and families attending and plan effectively to meet their individual requirements and learning styles. The premises are welcoming and generally safe, children develop a clear understanding of how to stay safe and well. Partnerships with parents are good and the setting is developing systems to enable them to work effectively with other local early years provisions. Efficient procedures for self-evaluating the provision enhances the setting's continuous improvement.

What steps need to be taken to improve provision further?

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

- develop partnership working to provide further opportunities to share in children's learning and consider ways of liaising with other providers delivering the Early Years Foundation Stage to ensure progression and continuity of care
- improve children's safety by ensuring all floor mats are safe and that the outdoor area is secure
- update the complaints procedure to include the correct telephone number for Ofsted.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded as staff follow the setting's clear written policies and procedures. Staff attend regular safeguarding training and share information on new guidance at their weekly staff meetings. All adults working with children are appropriately vetted and proof of their clearance is held on file and available for inspection. The premises are kept clean and generally safe through regular risk assessments, however, two safety issues identified at the time of the inspection will now be included in this process. These are, the use of lightweight floor rugs which curl at the corners causing a tripping hazard and the security of the outside area which has a low catch on the gate which could be opened by a child. The written complaints procedure and poster has not been updated with current information regarding how to contact Ofsted.

The setting is led and managed by the owner, who actively supports the stable and well-organised staff team. All staff play an active role in the day-to-day planning of the provision by contributing to the weekly meetings and inputting ideas and suggestions they feel will be beneficial to children. The setting has made many changes to its operations since the last inspection some of which have evolved through the self-evaluation process. Parents are asked to provide staff with written feedback by way of questionnaires. Staff then use this information to inform their practices or to review their procedures, for example, parents requesting more information about their children's learning are provided with more opportunities to meet with their child's key person.

A good adult-to-child ratio ensures that children are well supervised at all times and that staff are on hand to guide and facilitate children's play and learning. Children safely self-select resources and play materials from the range presented in low-level storage units around the setting. They are knowledgeable about the additional equipment available in storage cupboards and know that they can request these as and when they want to. Some posters and visual images displayed around the setting promote equality and diversity. Children participate in activities which enable them to celebrate a range of festivals and special occasions, such as Chinese New Year and Divali. Staff are involved in the Inclusion Development Plan and state that this has broadened their knowledge of equality issues.

The setting has good links with the local school and some of the other feeder schools in the area. Further links are currently being developed between the pre-school and other provisions delivering early years care and education. Parents are provided with very good information about the pre-school and its day-to-day running. Staff encourage parents to play an active role in their children's learning. They provide them with written information about play and ideas for activities which they can do at home to enhance their children's learning opportunities.

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

Children's welfare needs are effectively met through the setting's clear policies, procedures and practices. Their learning is effectively facilitated in a stimulating and enabling environment. Children enjoy outdoor play, they enthusiastically plant, tend and water flowers and vegetables planted in their 'secret garden'. They explore nature as they dig in the specific digging area. The treasure maps they create lead them to all sorts of interesting treasure which they seek out and share with their friends and the adults present. The arrival of a parcel containing a range of sports day equipment creates great excitement as children unpack the new resources. They have fun trying out the eggs and spoons as they race each other from one line to another. They take it in turns to give the starting orders by using the new whistle which does not need to be blown, just squeezed. They practise one-legged races using the brightly coloured hook and loop fastening strips to attach their legs to each other. Children enthusiastically participate in singing and music and movement activities, joining in with appropriate actions and movements. Staff have a clear system for observing and assessing children's progress and achievements. They record their observations in the children's learning journeys and use these to inform future individual planning. The learning journeys are effectively shared with parents to enable them to play an active role in their children's learning.

Children are very healthy and understand good health and hygiene procedures. They know that it is important to wash their hands and understand that this helps to reduce the spread of germs. Children enjoy a well-balanced and nutritional snack mid session and pour themselves a drink of fresh drinking water whenever they require one. Children are encouraged to develop a good understanding with regards to keeping safe as staff gently remind them of the safety rules to follow. They know that they need to remove their shoes when they play in the indoor physical play area equipped with appropriate resources. They talk confidently about safety and follow the staff's guidance.

Children develop effective skills for the future, for example, they learn to recognise their name when they self-register each day. They independently access play resources assisted by the clear labelling of storage drawers and units. They enjoy books and some children confidently read stories to their friends. Walks around the local area provide children with opportunities to develop their knowledge of the wider world and to extend their geographical understanding. Children are confident and move freely around the setting. They make friends and share their experiences with each other, for example, children are heard talking about their siblings and pets at home. New children who have only attended the setting a couple of times receive reassurance from staff when they first enter which enables them to gain confidence and become active members of the group.

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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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