

Winter Gardens Pre-School

Inspection report for early years provision

Unique reference number

EY405999

Inspection date

24/06/2011

Inspector

Jenny Howell

Setting address

Winter Gardens Primary School, Hilton Road, CANVEY
ISLAND, Essex, SS8 9QA

Telephone number

01268 699 305

Email

admin@wintergardens.essex.sch.uk

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

Winter Gardens Pre-School was registered 2010. It operates from a self-contained building within the grounds of Winter Gardens Primary School on Canvey Island, Essex. All children share access to a secure enclosed outdoor play area.

The pre-school is registered on the Early Years Register. It is registered to care for 20 children in the Early Years age range. The preschool is open every weekday during term time. Opening hours are from 8.45am until 11.45am and 12.30pm until 3.30pm. A lunch club is also available daily from 11.45am until 12.30pm.

The pre-school supports children with learning difficulties and disabilities and also children who speak English as an additional language. The pre-school employs five staff, all of whom 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.

The pre-school is highly effective in meeting the needs of all the children attending. Children are fully included and are supported as unique individuals. This allows them to make very good progress in their learning and development. Strong leadership means the pre-school is able to plan for continuous improvement through appropriate systems of self-evaluation. Effective partnerships are in place with parents and other professionals in order to promote high quality education and care.

What steps need to be taken to improve provision further?

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

- Develop procedures for establishing and maintaining a two-way flow of information between providers when children also attend other settings.
- Develop methods for engaging children in identifying problems and finding solutions, including how to recognise and avoid possible danger.

The effectiveness of leadership and management of the early years provision

Effective procedures are in place to safeguard children. Written policies and practical routines support staff in ensuring that children are healthy, safe and secure. Risk assessments are thorough and are carried out daily for all areas used by children. All required records are in place, such as permission to seek emergency medical treatment, to ensure that staff are able to care for children in line with parents' wishes. Staff have a good understanding of child protection

procedures and have attended training in safeguarding. All staff working with children have appropriate levels of qualification and have also undergone checks through the Criminal Records Bureau.

Confident and enthusiastic staff work very effectively with children. Routines ensure that opportunities to play and learn are maximised, with staff free to support children in their chosen activity. Very good use is also made of the indoor and outdoor space available. Children are able to move freely between indoors and outside, accessing a good range of activities, which cover all areas of learning.

A very effective system of self-evaluation is in place. Staff are able to identify both the strengths and weaknesses of the pre-school, with a keen focus on the quality of the experiences that children have. A strong development plan is in place, detailing both short and long-term objectives. These focus on ways in which the pre-school can better support children and parents, in order to improve the quality of learning. Plans also include the pre-school's imminent move into purpose built premises.

Links with other professionals, such as the local authority and the area special needs coordinator, support staff in caring for children and maintaining high standards. Some links are in place with other providers of the Early Years Foundation Stage. However, these are not yet sufficiently developed to ensure a regular exchange of information when children also attend other settings.

Inclusive practice is effectively supported through strong links with parents and carers. Staff get to know children extremely well, allowing them to base their planning on children's starting points. Parents are kept up to date with their children's progress through daily journals, informal chats and termly written reports and meetings with staff. Parents' views are also sought through a questionnaire. Parents speak highly of the pre-school. They comment that staff are friendly and approachable and that their children are making very good progress in their learning and development. They feel that behaviour is managed well and that children have their individual needs met.

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

A welcoming and well-organised learning environment promotes good quality play and learning. Staff work effectively together in order to plan resources and activities which are responsive to the ever-changing needs and interests of children. They ensure that the available activities cover all areas of learning and that children are able to access them both independently as well as with support. Observations and assessments of what children can do are made on an on-going basis and allow staff to ensure that all children are making good progress towards the early learning goals.

All children enjoy good quality play and learning experiences. They are well supported by staff who are encouraging and supportive as children explore and investigate. As a result of this, children enjoy learning and see their time at pre-

school as fun. Children are able to select their own games and resources, allowing them to direct their own learning and engage fully in their play, both indoors and outside. Children's interests are fully supported. For example, an interest in a story about a bear is fostered by staff, who turn the role-play area into the three bears cottage and provide porridge.

Children are developing good communication skills and are happy to talk to others about important events in their lives, or to ask questions about the world around them. An understanding of numbers and their application is fully embedded into the daily routine, with children becoming increasingly familiar with small and large numbers and developing early problem solving skills. Computers are available daily for children to develop technical skills as well as to learn through educational programmes. Creative materials are freely available, with children able to cut, stick, paint and draw in order to express their imagination. Books and posters reflect difference and diversity. Children learn about different cultures as they find out about various festivals from around the world.

Children develop a good sense of security and feel safe with the adults around them. They understand the rules which are in place and are able to explain the reasons for them, though they are not yet fully involved in identifying potential hazards. Individual achievements are celebrated through the 'wow' board, where parents can share successes from home. Children demonstrate a good understanding of healthy living. They are able to access physical play equipment and can move freely in the large spaces available. Fresh fruits and vegetables are provided daily for snack and fresh drinking water is available for children to help themselves to at all times.

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

