

# Coopersale Pre-School

Inspection report for early years provision

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<b>Inspector</b>	Jenny Howell

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<b>Email</b>	
<b>Type of setting</b>	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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## **Description of the setting**

Coopersale Pre-School was registered in 2000. It operates from a village hall situated in Coopersale, Epping, Essex. The pre-school has two fully enclosed outdoor play spaces. The setting is open every weekday during term time only. Opening hours are from 9am until 12pm daily and also 12pm until 3pm on Monday, Tuesday, Wednesday and Thursday. A lunch club is available every day except Friday.

The pre-school is registered on the Early Years Register to provide care for a maximum of 30 children in the early years age group at any one time. There are currently 50 children on roll. There are systems in place to support children with special educational needs and/or disabilities and who speak English as an additional language.

The pre-school currently employs six members of staff, five of whom hold appropriate early years qualifications. Two members of staff are working towards higher levels of qualification. The pre-school receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

Pre-school staff provide a secure environment where appropriate policies and procedures are in place to minimise hazards and safeguard children. Relationships with parents, carers and other childcare professionals support staff in meeting children's individual needs. The learning opportunities provided by staff support children in making progress towards the early learning goals. A basic system of self-evaluation is in place in order to support improvement.

## **What steps need to be taken to improve provision further?**

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

- Develop the use of self-evaluation to identify strengths and priorities for development that will improve the quality of provision for all children.
- Ensure that the outdoor environment supports all aspects of children's development.
- Make use of sensitive observational assessment in order to plan to meet young children's individual needs.
- Create an environment rich in print and display numerals in purposeful contexts.

## **The effectiveness of leadership and management of the early years provision**

Appropriate measures are in place to safeguard children and protect them from potential hazards. Staff undertake risk assessments of all areas used by children on a daily basis and take action to minimise hazards. All the required policies and procedures are in place and these are kept up-to-date.

Most staff hold relevant qualifications and they are supported in improving their levels of qualification. All staff are able attend in-house and external training in order to improve and develop their skills. All staff have undergone checks through the Criminal Records Bureau. Up-to-date training in paediatric first aid is also held by all members of staff.

A system of self-evaluation is in place and this has been developed in consultation with all staff. They have been able to identify what the pre-school does well and have identified some areas for development, however, this is not yet sufficient to fully support continuous improvement. Staff have made progress in addressing the issues raised at the last inspection. This has brought about improvements to documentation, security and opportunities for young children to be more independent and creative.

Support is received from other professionals, such as the local area special needs coordinator. This helps staff to meet the needs of individual children, particularly those with special educational needs and/or disabilities. As a result of this, all children can be cared for in an inclusive environment. Links with local schools help children in making a confident transition into full-time education.

Staff ensure that all relevant information is collected from parents. This includes details, such as allergies or medical conditions, as well as what children enjoy doing at home. Information about the pre-school is shared on a regular basis through newsletters and a notice board. Children's progress and development files are sent home once each term for parents to read, providing them with a clear picture of the activities their children have enjoyed at pre-school. Staff are also available to talk to at any time. Parents comment that they are generally happy with the pre-school. They find that staff are friendly and their children enjoy playing there.

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

Staff are broadly effective in supporting learning and development. They plan the indoor learning environment to provide a good range of activities covering all areas of learning. Children are able to access the outdoor area freely. Here various activities are provided, however, they do not consistently include opportunities for children to develop in all areas of learning. Children are able to access resources independently and staff support them in following their own interests and ideas. Daily routines ensure that children's needs are met. Detailed records are kept of

what children have done, and this is illustrated with photographic evidence. However, this information is not yet used to consistently identify what children need to learn next in order to inform future planning for individual children. Plans cover all areas of learning and are based a range of topics which meet the interests of the children attending.

Staff interactions with children are positive and enthusiastic. Staff are confident to be spontaneous, bringing learning opportunities, such as counting, into the activities children have chosen. Children enjoy play and learning and are making progress towards the early learning goals. Children have free access to mark making equipment and a range of books in order to develop their reading and writing skills. However, the learning environment does not display a range of labels, words and numbers in order to support children in developing their early letter, word and number recognition skills and to understand that print carries meaning.

Children are able to take the lead in their play. They access toys and resources independently and choose who to play with. As a result of this, children are able to sustain interest in one activity for an extended period of time and become fully engrossed in their play. They have access to a range of electronic toys in order to develop their technology skills. Children are able to express their imagination as they dress up, make collages and play musical instruments. They learn about the natural world around them as they play outdoors all year round and visit the local farm.

Children behave well and respond to instructions from staff. They are able to share and take turns, while older children are beginning to be able to resolve their own disagreements. They show respect for other and are learning about difference and diversity. A variety of world festivals are investigated throughout the year and images and resources reflect diversity.

Children are developing appropriate personal hygiene routines with support from staff. They understand the reasons for washing their hands and can talk about the benefits of physical exercise. All children access large play equipment on a daily basis, including slides, scooters, balancing beams and tricycles. Children demonstrate that they feel safe at the pre-school as they play confidently and turn to staff for comfort when they are upset or hurt. Children learn about safety as they practice the fire evacuation routine and enjoy a visit from the local lollipop lady.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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