

The Centre Pre-School

Inspection report for early years provision

Unique reference number	650006
Inspection date	12/07/2011
Inspector	Lisa Paisley
Setting address	Lifelong Learning Centre, Ely Way, Basildon, Essex, SS14 2EQ
Telephone number	01268 281591
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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

The Centre Pre-School opened in 1976. The setting operates within a designated playroom in a local community centre. It is situated within walking distance of schools and shops in Basildon, Essex. All children share access to a secure outdoor play area. A maximum of 26 children may attend the pre-school at any one time. The pre-school opens five days a week during school term times. Session times are from 8.45am to 11.45am and 12.30pm to 3.30pm, Monday to Friday.

There are currently 64 children aged from two to five years on roll. Children aged three and four years receive funding for early education. The pre-school serves the local community and wider areas. The setting supports a small number of children who have special educational needs and English as an additional language.

This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The pre-school employs nine staff, of whom seven, including the manager hold appropriate early years qualifications. There is one staff member currently working towards a recognised early years qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Outstanding outcomes for children in the early years age range are evident as staff have an extensive knowledge and experience of the Early Years Foundation Stage and the developmental needs and learning styles of young children. The pre-school provides an exciting and inspiring play space, enabling children to experience very good and consistent play and learning experiences. There is an extensive promotion of children's personal, social and emotional development, enabling all children to make exceptional contributions to their play and learning. Self-evaluation has been successfully developed, however, further review is required to ensure progress is clearly identified and effectively tracked.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continuing to develop self-evaluations to identify and track progression.

The effectiveness of leadership and management of the early years provision

All required documentation, including policies and procedures are in place, policies are extensive and are reviewed regularly ensuring they fully reflect staff's current practice. Effective and robust recruitment, vetting and induction procedures are in place to ensure that all those working at the pre-school are suitable to do so. Children are extensively safeguarded as all staff know the procedures to follow in the event of a child protection concern. All staff have a very good understanding of safe working practices as there are clear procedures for the storage of mobile phones, nappy changing and toileting procedures. Safeguarding policies include lost and uncollected child policies and clear arrival and departure procedures. All staff wear identification badges and any visitors are required to show their badge and sign the visitors book before entry. Risk assessments are comprehensive and are extensively implemented by the staff. Excellent systems are in place for the checking and maintenance of equipment and resources, ensuring that all resources and play areas are maintained to an excellent standard and risks to children have been minimised. Overall safeguarding children is extensively promoted.

The pre-school provides an exciting and inspiring play space for children, there is a very good quality display of children's art work, which includes their interpretation of a Jason Pollock exhibition in the foyer area. The exceptional organisation of daily routines, resources and staffing ratios ensures that all children are well cared for and continuity of care is extensively promoted. The pre-school is an inclusive environment as effective adjustments are made to support children with any additional requirements. There is a very clear management structure within the team. Staff have additional roles, such as, Special Educational Needs Co-ordinator and Safeguarding Officer and are experienced in their positions. The staff team is a consistent and stable team that have worked together cohesively for a long time, consequently, there are very good support mechanisms and communication systems in place. The managers and staff are extensively committed towards providing extensive care, play and learning experiences, as they continue to build on their practices. There are regular appraisals, team meetings and continued professional development. Since the last inspection the pre-school have developed reflective practice, worked with parents on a number of issues and promote greater participation by children and future plans include creating a wildlife garden. Self-evaluation has been developed, however, further review is required to ensure progress is clearly identified and effectively tracked.

Partnership work with both parents and other agencies is outstanding. There is very good verbal and written communication between parents and staff, as staff are attentive to listening to parent's requests and concerns. There are robust and consistent settling procedures for new children, this ensures all staff know children's individual needs and that children settle effectively within the pre-school environment. Children's learning in the home is promoted through sharing children's learning journeys and the book library scheme. Parent's complementary comments include 'the pre-school is fantastic, children are very happy and make good progress at the setting'. Very good systems are in place with those delivering the Early Years Foundation Stage to meet children's additional needs and ensuring

transitions are effective.

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

The pre-school has extensively implemented all the learning and development requirements of the Early Years Foundation Stage. Planning, observation and assessment arrangements are fully embedded within the setting and they are cyclical, ensuring that planned activities and continuous planning are closely tailored towards children's individual interests and learning styles. Children's learning journeys provide a rich textual narrative of children's developmental progress and they include their observations, individual play plans, next steps and the development matters framework. Overall, children are making outstanding progress considering their capabilities and starting points. Participation, equality and inclusion are integral features within the pre-school and are promoted through daily routines, discussions and resources. The pre-school celebrate a range of festivals and events, these include Eid, Chinese New Year, Christmas and Easter, further extending children's learning of the wider cultural world.

All children are exceptionally confident and settled within the pre-school as staff develop very good and respectful relationships with the children. Promoting shared sustained thinking is a key feature of the pre-school as staff are consistently purposeful in their interactions that extend and consolidates children's learning, this includes creative activities, singing, chalking and role play. Child initiated play and children working together is promoted through daily routines, for example, building a water funnel, pouring the water and holding buckets at either end to catch the water. The pre-school promotes a language rich environment in which children have very good opportunities to develop their listening and communication skills, they particularly enjoyed the noisy box activity and singing a number of nursery rhymes. The book corner is inviting and welcoming for children to share books and stories with their friends. The very good selection of story and information books offer both instruction and delight promoting an early appreciation of books. Children also make their own number book, combining all the elements of the six areas of learning.

Children's behaviour is very good as they know how to share, take turns and be co-operative in their play, for example, playing with their cars and role play. Staff use an extensive range of strategies to manage children's behaviour with a strong emphasis on praise, reward and encouragement. Staff are positive role models for all the children, as they are considerate and respectful in their interactions with the children. The outdoor area provides an exciting and inspirational play space for children that adds a positive dimension to children's play and learning. There are designated play areas, such as, the play camp, musical instruments, creative play and physical play. Children have very good opportunities to develop their physical skills as they enjoy rolling in spinning tops, walking along planks, jumping off spinning wheels and stepping into and out of tyres. They learn about the natural world through planned activities, for example, mini-beasts, learning about life-cycles of butterflies and looking after animals. They also have planned outings to

Marsh Farm and Tropical Wings to further extend children's learning of the natural world.

The settings promotion of healthy lifestyles and ensuring children feel safe is outstanding as they are integral practices within the pre-school. Children know about their own personal safety, as they practise fire drills and named children complete risk assessments for the indoor area and the garden. They have regular fresh air and exercise and staff ensure that children wear appropriate clothing and are protected from all elements of the weather. Snacks are healthy and nutritious as food is prepared on site and they work with parents on the provision of healthy lunches. The organisation of snack time promotes independence and socialisation opportunities with staff and friends. Children have access to fresh drinking water, ensuring that they remain hydrated at all times. Excellent systems are in place to support children with dietary needs; this includes obtaining all the information from parents, writing detailed care plans and carrying out regular reviews of children's dietary needs. Overall, their health and well-being is extensively promoted.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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	1
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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	1
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