

Frypa Rascals Pre-school

Inspection report for early years provision

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Inspector

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Setting address

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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*.

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Description of the setting

Frypa Rascals Pre-School opened in 1969. The setting operates from a large hall within a 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 Monday to Friday from 9.15am to 12.15pm and on Thursday from 1.00pm to 3.30pm, during term time only.

There are currently 41 children aged from two to four years on roll. Children aged three and four years receive funding for early education. Children attend for a variety of sessions, full days or out of school care. The pre-school serves the local community and wider areas.

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 six staff, of whom five, including the managers, hold appropriate early years qualifications. One staff member is currently extending their 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 satisfactory.

Children in the early years age range are making satisfactory progress as staff have a suitable understanding of the Early Years Foundation Stage and the developmental needs of young children. There is a positive focus on children's personal, emotional and social development, ensuring all children are confident and are able to make a positive contribution within the pre-school. Stronger aspects of the setting include partnership work with parents, ensuring children feel safe and promoting healthy lifestyles. Self-evaluation has been developed, ensuring continuous improvements are sustainable.

What steps need to be taken to improve provision further?

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

- develop further planning arrangements to introduce a greater range of play and learning experiences that effectively capture and sustain children's interests and develop shared thinking
- develop further children's assessment records to ensure clear links between planning and assessments, and to include initial assessments and parents' comments
- review the organisation of routines, extending further learning opportunities and independence.

The effectiveness of leadership and management of the early years provision

All documentation, including policies and procedures, the operational plan, and records for children and staff, are in place and are suitably maintained for the safe management of the pre-school. All required vetting procedures are in place to ensure all staff and committee members are suitable to work with children and be involved in the running of the pre-school. Children are effectively safeguarded as staff have a good understanding of their role in protecting children and procedures to follow in the event of a concern. Effective safeguarding policies, for example, for lost and uncollected children, are in place and parents are informed of the pre-school's role in protecting children, which includes recording existing injuries. Risk assessments in the pre-school are effectively implemented to further minimise any potential risks to children, which include daily checks on all play areas and staff being vigilant throughout the day. Overall, children are effectively safeguarded.

The organisation of routines, staff deployment, resources and activities generally supports children's play and overall developmental progress. However, the organisation of snack times and limited outdoor play opportunities does not always effectively promote children's learning and independence. The managers and staff are committed to providing a positive play and learning environment for children. Suitable induction procedures are in place for new staff which ensure they have clear understanding of their role. Teamwork is supportive as the staff work well together through daily discussions and regular team meetings. Some staff have additional responsibilities, such as Special Educational Needs Coordinator and Safeguarding Officer, and they are suitably trained and experienced in their roles. Since the last inspection the setting has addressed previous recommendations, developed the outdoor play area and also implemented all the requirements of the Early Years Foundation Stage. Self-assessment has been developed and is generally effective in promoting continuous improvements. Future training plans include Common Assessment Framework training, developing reflective practice, implementing peer appraisals and an inventory record.

Partnership work with parents is good as staff endeavour to develop effective relationships with all the parents. The admissions procedure enables new children to settle into the provision effectively, and this ensures a good range of information is exchanged before children start. Regular newsletters, notice boards, the sharing of children's assessment records and ongoing verbal discussions ensure that communication is clear and consistent. Parents' verbal complimentary comments include that the staff are great, the children really enjoy their time and they are making good progress. Suitable systems are in place with those delivering the Early Years Foundation Stage to ensure transitions are effective and continuity of care is promoted.

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

Planning, observation and assessment arrangements have been reviewed and developed to ensure children's learning and progress are being suitably tracked and monitored. The planning generally covers the six areas of learning and includes topic work, however, the range and presentation of activities does not always effectively capture or sustain children's interest. Consequently, there are missed learning opportunities. Planning is reflective, however, clear links between activity plans and children's assessments are not in place to ensure activities are closely tailored towards children's individual learning. Children's individual profiles provide a positive textual narrative of children's developmental progress and are linked to the development matters framework. However, children's learning journeys do not yet include initial assessments or parents' comments.

Children arrive happily to the pre-school, settle quickly into activities and make positive relationships with both their peers and the staff. Registration time provides a positive opportunity for children to settle into the setting and welcome each other in both French and English. Children are generally inquisitive and curious about the pre-school environment and they enjoy participating in a range of play experiences. Children have access to a suitable range of resources that support their communication and language skills, for example, stories and books and also mark making activities. Children are confident talkers as they speak about their home lives, feelings and recent experiences, for example, family pets. Children are developing an early appreciation of books as the book corner is generally inviting, and they enjoy looking at stories with their friends and staff. Children also enjoy action songs and nursery rhymes.

Children's behaviour is generally good, however, there are occasions when children are boisterous and loud, and as a result some learning opportunities are missed. Staff are positive and considerate in managing children's behaviour as they set clear boundaries, use explanations and act as positive role models. Children enjoy exploring a range of creative activities include painting and play dough, however, sand and water do not form core activities. The role play area offers children the opportunity to develop their imagination and self-expression, and they particularly enjoy pushing the buggies around. They also enjoy making dens in the garden and using puppets during their play. Children learn about early mathematical concepts through daily routines and planned activities, for example, counting bread and cucumber pieces during snack time. The garden area offers an enjoyable play space for children; they confidently climb the climbing frame and use balls and hoops, however, this could be further extended to promote increased learning opportunities. They have opportunities to learn about the natural world as they grow cress seeds and enjoy looking for insects. Children learn about the wider world through daily routines and planned activities including Chinese New Year, Easter and Christmas.

Being safe and healthy lifestyles are effectively promoted within the setting through daily routines, regular discussions and planned topic work. Snacks provided are healthy and children have access to fresh drinking water to ensure

that they remind hydrated. Staff remind children to wash their hands when needed and explain to why they need to do this. Good systems are in place to support children with additional dietary requirements, for example, healthcare plans and additional training. Staff are vigilant with regard to children's safety and they remind children how to be safe, including practising fire drills and walking around the premises safely. Overall, children's well-being and safety are good.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
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	2

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

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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