

Sunflower Coppice Hatch Pre-School

Inspection report for early years provision

Unique reference number	EY420544
Inspection date	15/09/2011
Inspector	Susan Parker
Setting address	Coppice Hatch Play Group, Coppice Hatch, HARLOW, Essex, CM18 6SL
Telephone number	01279866384
Email	
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

Sunflower Coppice Hatch Pre-School registered in 2010 and is run by a committee. The nursery operates from a building in Coppice Hatch, Harlow, Essex. Children have access to a secure enclosed outdoor play area.

A maximum of 24 children in the early years age range may attend the pre-school at any one time. The pre-school is in receipt of funding for early education places. Sessions operate each week day during term time from 8.50am until 11.50am and from 12.45pm until 3.15pm.

There are six members of staff employed, of these, five hold relevant early years qualifications. Three members of staff hold a qualification at level 3 and two further staff members hold a qualification at level 2. The pre-school supports children with special educational needs and/or disabilities and children who speak English as a second language.

The pre-school receives the support of the local authority and the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Sunflower Coppice Hatch Pre-School is an inclusive setting where all children make good progress in their learning and development. Children enjoy a wide range of play opportunities, both indoors and outside, which cover all aspects of learning well. Outcomes for children are good and priority is given to ensuring children's safety and well-being. The play leader provides very clear leadership and is supported by experienced staff. The self-evaluation and quality assurance processes are evolving.

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 reflective practice to identify your strengths and areas for improvement.

The effectiveness of leadership and management of the early years provision

Procedures for safeguarding children are good as staff understand their responsibilities and are fully aware of the procedure to follow should they have a concern. The setting has robust recruitment and vetting procedures in place and effective policies and procedures to monitor children's safety at all times. The promotion of children's welfare is central to the setting's work. There are good

procedures for the administration of medication and the recording of accidents and injuries. All records are well maintained and securely stored and risk assessments are carried out regularly to monitor the learning environment.

The efficient organisation of the setting contributes well to the children's welfare and the good progress they make. The play leader and the experienced staff team are regularly involved in decision making and are highly ambitious for the setting. Staff morale is high as a result. They have a good knowledge of the needs of children in the early years age group. The setting is developing self-evaluation procedures, however, this does not effectively identify and action the strengths and weaknesses of their provision to promote the best rates of development in all areas. Regular staff meetings and appraisal discussions provide good opportunities for sharing information. Staff are experienced and efficient in identifying any barriers to children's success and use specialist support agencies to overcome them. Equality and diversity are promoted successfully and all children access the full range of activities the setting provides. As a result, children are well supported to make good progress.

There is a good partnership with parents and carers and they are enthusiastic about the care and support the setting provides for their children. They receive high quality information on their children's progress and ways in which they can support their learning at home. The staff have worked hard creating attractive rooms for the children and display is used well to provide information on children's experiences and the Early Years Foundation Stage Framework. The setting has a good partnership with the local school and the local authority which contributes well to the quality of assessment, planning and successful transfer procedures.

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

Regular observations of children's progress are used well to meet individual needs and identify the next steps in their learning. Established procedures to identify and compare the progress of different groups of children promote good rates of development in all areas. Children are very independent and quickly develop high levels of self-confidence. Staff make very good use of vibrant and exciting resources, including information and communication technology, to promote learning and to engage children in decision making. Children's positive contribution is good as a result. The setting encourages children to have a strong sense of adventure and children move freely between physically challenging activities outdoors and inside. There are many opportunities for children to climb, roll, run, jump and dance. For example, they thoroughly enjoy the pirate ship and marvel at the spider's web glistening in the morning dew. They clean their hands before eating and fresh drinking water is constantly available. Children are very involved in choosing and accessing for themselves. A healthy choice of snacks and growing their own fruit and vegetables further contributes to their good understanding of healthy lifestyles. Children feel safe and learn how to handle equipment in practical situations. They have a good understanding of safe and unsafe situations and respond well to clear rules and guidance.

Children are inquisitive and enjoy exploring the natural world. They plant, dig and harvest simple crops in the garden areas and clearly enjoy themselves. Children's literacy and numeracy skills are promoted well through songs, puzzles and games. Many opportunities for early writing and counting skills ensure children take pride in writing letters and recognising everyone's name on their name cards. The very good use of labels promotes early reading skills. Adults participate well in children's role play to increase their knowledge and understanding of life. These skills prepare children well for their future learning. Children celebrate a number of religious and cultural festivals and a good range of toys and other resources promote positive images of the diversity of their world. There are well-planned areas for children to relax and pursue quiet activities during their busy days. As a result of the good quality of provision, the needs of individual children are met well. Children with special educational needs and/or disabilities and children for whom English is an additional language are very well supported.

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	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

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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