

Great Wakering Pre-School

Inspection report for early years provision

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Inspector

Anne Daly

Setting address

The Community Centre, The Old School, High Street, Great Wakering, Essex, SS3 0EJ

Telephone number

01702 216158

Email

jezandclare@talktalk.net

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).

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Description of the setting

Great Waking Pre-School, which is run by a partnership, opened in 2011 and operates from two rooms within the Community Hall in Great Waking, Essex. All children share access to a secure outdoor play area. The pre-school opens each weekday from 9am until 3.30pm during school term times.

The setting is registered by Ofsted on the Early Years Register to care for a maximum of 26 children at any one time. There are currently 64 children from the local and surrounding catchment areas on roll. Children attend for a variety of sessions and the setting provides funded early years education for two-, three- and four-year-olds. The setting can support a small number of children with special educational needs and/or disabilities and also a small number who speak English as an additional language.

The setting employs seven members of staff, of whom two hold level 2 early years qualifications and three hold level 3 early years qualifications. Four staff are working towards further qualifications. The setting receives outside support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children experience good levels of care and attention, are having fun and are making good progress while attending the pre-school. Their individual needs are well met through staff being proactive in ensuring that they have a good knowledge of all individual needs. The management team are further developing systems to ensure that planning meets all children's interests and learning styles. Some partnerships with other settings delivering the early learning goals successfully promote children's welfare and learning, although systems are not yet fully developed to enable parents to support their children's learning.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- conduct annual risk assessments, including aspects of the environment that need to be checked on a regular basis, keeping a record of these particular aspects and when and by whom they have been checked (Suitable premises, environment and equipment).
- 06/10/2011

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

- develop further the two-way flow of information with parents to involve them

in practical support of their child's profiles, learning and development.

The effectiveness of leadership and management of the early years provision

Children are safeguarded from harm through good procedures, ensuring that they are cared for by staff who have completed all the required suitability checks. All staff understand the safeguarding policy and they are all aware that staff awaiting Criminal Records Bureau checks are not allowed to have unsupervised contact with children. The majority of staff have attended safeguarding training, while rolling training programmes ensure that their knowledge is kept up to date with current practices to safeguard children if they have any concerns about their welfare. Children's safety and security are given priority throughout the setting through daily written risk assessments of all areas to ensure a safe environment before receiving children. However, the management team only conduct annual visual risk assessments and do not always record actions taken when reviewing children's safety within the environment. This is a breach of welfare requirements. All staff hold paediatric first aid qualifications to enable them to appropriately care for children in the event of accidents or illnesses. Good staffing ratios ensure that children are well supervised while playing, and accident records are reviewed monthly to help staff to identify specific areas that may require further action to protect children. Pictorial aids at group circle times, such as not running inside, remind children how to keep themselves safe.

A worthwhile and exciting range of activities are attractively set out and made accessible to every child to enable them to learn independently. Children have a good sense of belonging through having named drawers to safely store their work or personal possessions. Effective steps are taken by managers to evaluate the setting and their future plans are well targeted to bring about further improvements to the setting to enhance the outcomes for children, such as a covered outdoor play area.

The setting provides an inclusive service and a warm welcome for all children and their families. Staff respond well to the particular needs of children who have special dietary requirements or who are learning an additional language. They work well with parents by sharing and discussing resources, celebrations and experiences to encourage them to contribute to everyone's knowledge and understanding. This enables children to develop respect for their own cultures and beliefs and of those of other people. Systems are in place to support children with special educational needs and/or disabilities. Sound links with the local primary school help children to make smooth transitions between settings, while staff are beginning to develop links with other providers to enable them to fully support children's achievements.

The friendly and approachable staff encourage parents to share information about their children. Parents spoken to during the inspection gave complimentary comments about the care and education their children receive and how they are excited to see what activities are being offered to their children. They can speak to the friendly staff at any time if they have any concerns and they appreciate how

staff support their children's individual needs. They receive a prospectus, regular newsletters and emails, while notice boards ensure that they are offered information in many forms. Parental questionnaires are used as an effective way of seeking their views for further improvements.

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

Staff have a good understanding of how children learn and of the development requirements within the Early Years Foundation Stage. They have the appropriate skills to ensure that children develop well and are making good progress. Parents are encouraged to contribute to the initial assessment of their child by providing essential information, such as individual routines, likes and dislikes. Staff plan a varied and interesting range of worthwhile activities linked to the six areas of learning. Observations and photographs undertaken by staff enable the key persons to link children's development to the six areas of learning and to identify some children's next steps in learning in the daily planning. However, when next steps are identified, systems are not fully developed with parents, resulting in them being unable to fully support their child's learning and to contribute to their profile when staff are planning for the next steps in a child's developmental progress.

Confident children take initiatives when working well independently as well as cooperating with each other. The role play area provides stimulating experiences to encourage children to develop their communication skills while interacting with others and when also acting and retelling favourite stories. The enabling role play area also gives children opportunities to develop their writing skills, while supporting their understanding of different sized beds and bowls.

Inquisitive children find out about and identify some features of living things, while also developing their control of equipment. They examine changes over a period of time when looking at the tomato plant, they describe how they can eat the red ones and how the sun helps tomatoes to change colour. Children seek to do things for themselves, knowing that close by staff are ready to support and help if needed, such as helping them in the bathroom, while also recognising the differing parental expectations. Children thoroughly enjoy singing their favourite songs, and good illustrated cards act as prompts to help them to remember words. They show great interest in the way musical instruments generate sound and create many different sounds by banging, shaking, tapping or blowing instruments.

Children are provided with good opportunities to develop the necessary skills for their future. They are encouraged to behave well, with consistent clear boundaries for behaviour within the setting helping their confidence by knowing what is expected of them. They follow effective hygiene routines, including regular hand washing before eating. The pre-school promotes healthy snacks, and water is freely available. Staff are vigilant in ensuring that individual dietary needs are catered for at snack time and during different activities involving the use of various cooking ingredients. Children are able to learn about keeping themselves safe through arranged visits from the local police officers, while they also participate in

fire drills. They are motivated to learn and to make good progress given their starting points and capabilities.

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	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	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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