

Great Tey Pre-School

Inspection report for early years provision

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Inspector Lisa Mayes

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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

Great Tey Pre-School is managed by a voluntary committee. It opened in 1972 and operates from within the village hall in the semi-rural village of Great Tey. The pre-school is open five days a week during term time. Morning sessions are from 9.15am until 12.15pm. A lunch club is offered one day a week.

The provision is registered on the Early Years Register. A maximum of 25 children may attend the pre-school at any one time. There are currently 25 children aged from two years to under five years on roll, some of whom receive funding for early years education. The setting currently supports children with special educational needs and/or disabilities.

The pre-school employs seven members of staff, five of whom hold relevant qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff provide a secure environment that promotes children's welfare. The required documentation is in place to support the sound running of the pre-school. Children generally enjoy their time at the pre-school and they make satisfactory progress in their learning and development. Systems to monitor and evaluate the provision are evolving and staff have developed sound partnerships with parents.

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 information gathered about children's learning so it can be used effectively to identify learning priorities and plan relevant, motivating and challenging experiences.

The effectiveness of leadership and management of the early years provision

There are effective systems in place to ensure children are protected from abuse and neglect. Staff are trained and know what action to take in the event of a safeguarding issue. They demonstrate sound knowledge and understanding of safeguarding procedures following the guidance outlined in the pre-school's safeguarding policy. Effective risk assessments are conducted each day to ensure all areas of the indoor and outdoor environment are kept safe and secure. Staff are well deployed to ensure that children are safe and supervised at all times. All these factors contribute to the pre-school safeguarding children effectively.

Children and their parents are made to feel welcome. They are supported to settle

well when they first join the pre-school. Parents are encouraged to stay with their children during their initial sessions, providing an opportunity for staff and parents to discuss children's individual needs. Staff have developed sound relationships with parents, providing written feedback at the end of the session on a whiteboard. A key person system is in place and parents are kept informed of their child's progress and achievements through parent meetings and learning journeys. Parents have the opportunity to contribute to their child's learning journey through the completion of a home link sheet and are involved in the self-evaluation of the pre-school through the completion of questionnaires.

Since the last inspection, the setting has undergone a major period of change involving the appointment of a new leader and deputy and moving rooms in the village hall. The staff are supported by a committee that are motivated to seek further improvement in order to secure positive outcomes for all children. Links are developing with other providers and outside agencies in order to further support children. Appropriate systems are in place to support children with special educational needs and/or disabilities. Staff adequately promote equality and diversity through planned activities and experiences throughout the year.

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

Children enjoy a sound range of activities and this enables them to make satisfactory progress across the areas of learning and development. Most children are broadly content, settled and willingly take part in activities. Children play together and are supported to share resources, for example they are encouraged to take turns to use a wind-up toy.

Children are developing steady skills in communication, language and literacy. The book area is accessed by some children and they enjoy choosing books and looking at them with staff. However, there are missed opportunities for children to engage freely in mark making activities and little opportunity to develop skills for the future as there is no provision available indoors for role play. Children have the opportunity to develop their counting and sorting skills. For example, some were heard counting how many children were attending the pre-school when in a small group.

Children make some choices about the activities they engage in and generally enjoy exploring their environment. However, children have fewer opportunities to develop their independence skills and extend their play, and some activities lack challenge to sufficiently support children's learning and development.

Staff have a sound knowledge of the requirements of the Early Years Foundation Stage. They use a range of teaching methods and adequate resources to provide a sufficient range of activities and experiences to meet children's needs. However, systems in place for planning do not always give sufficient regard to this and it is not clear in the planning records how staff are using observation to tailor activities to meet the needs and abilities of individual children.

Children know and follow the routines of the session. They independently access drinking water and aprons when required. Children generally know how to behave and how to use and care for their environment and resources, but sometimes need reminders. Staff teach children about keeping safe and they regularly practise the fire drill to ensure that they know what to do in an emergency. Staff provide opportunities for children to learn to use scissors during an adult-led activity. Children are learning about the importance of a healthy diet. They are provided with snacks, which include fresh fruit, and staff support parents with providing healthy lunches when they stay for lunch club. Trips to a local allotment provide children with the opportunity to learn about growing vegetables. Children access the outdoor area for a planned period of time during the morning. They enjoy the opportunity to engage in physical activities, for example, balancing as they walk over tyres that are sunk in the ground.

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	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

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	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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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