

# Fyfield Pre-School

Inspection report for early years provision

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**Unique reference number** EY269973  
**Inspection date** 06/10/2011  
**Inspector** Jenny Howell

**Setting address** Scout HQ, Fyfield, Essex, CM5 0RG

**Telephone number** 01277 899 678

**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**

Fyfield Pre-School opened in 1992. The group operates from the Scout Headquarters, in the centre of the village of Fyfield, Essex. The pre-school is open five days a week, during term time only. Opening times are from 9.15am until 12.15pm on Mondays and Fridays and 9.15am until 2.45pm on Tuesdays, Wednesdays and Thursdays.

The pre-school is registered on the Early Years Register to care for a maximum of 26 children at any one time. There are currently 23 children on roll. The pre-school is also registered on the compulsory and voluntary parts of the Childcare Register. The pre-school is able to support children with special educational needs and/or disabilities and can also support children who speak English as a second language.

The pre-school employs six members of staff. All of the staff, including the manager, hold appropriate early years qualifications. One member of staff is working towards a higher level of qualification. The pre-school receives support and advice from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The pre-school is very effective in meeting the needs of all children in the Early Years Foundation Stage. All children enjoy play and make good progress in their learning and development. Staff work very well together to ensure that children are safeguarded and have their individual welfare needs met. Good relationships are developed with parents and other early years professionals in order to ensure all children receive high levels of individual support.

## **What steps need to be taken to improve provision further?**

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

- provide further opportunities for children to develop an interest in cultural and religious differences
- improve the system of self-evaluation to identify strengths and weaknesses in order to support continuous improvement
- introduce systems to allow parents to contribute to their child's learning and development record.

## **The effectiveness of leadership and management of the early years provision**

All the required policies are in place in order to support the smooth running of the pre-school and these are well understood by all staff. Good procedures are in place in order to safeguard children. These include appropriate staff recruitment and

vetting procedures, which ensure that all staff undergo checks through the Criminal Records Bureau. Detailed risk assessments of all areas used by children are carried out daily, including the outdoor area. Staff also assess the potential dangers of any outings and take appropriate action to minimise hazards. All staff hold recognised early years qualifications. They are also supported in improving their levels of qualification and in attending further training, in order to enhance their childcare skills. This helps to ensure that children are cared for by staff with a very good understanding of how children learn and develop. Good use is made of staff to support the everyday routines of the pre-school and to promote children's safety.

Very good use is made of the space available in order to provide children with a wide range of learning opportunities. The large hall is organised to create a welcoming environment, with space to exercise and move freely, as well as areas to sit quietly and enjoy sharing a story. Children also have free access to the well-organised outdoor area. Here they have access to a good range of activities which support learning in all subject areas. All furniture and resources are of a good quality.

A system of self-evaluation is in place. This has allowed the pre-school to reflect upon what they do well. However, it is not yet used fully, to identify areas for development in order to support continuous improvement. Effective action has been taken to address the recommendations raised at the last inspection, with improvements made to the use of time, the quality of furniture and to documentation.

Very good relationships are developed with parents. They are welcomed into the setting daily and are free to talk to staff at anytime. Staff provide good levels of support to parents, and make themselves available to talk at length. Twice yearly consultation meetings, keep parents up to date with the progress their children are making and progress records are available to view at anytime. However, parents' comments and views are not yet fully incorporated into development records. Parents speak highly of the pre-school, commenting that their children are happy there and are well prepared for school. They feel that staff are friendly and approachable. Good use is made of the expertise of other professionals, such as speech therapists or early years advisors. This helps to support the pre-school in providing appropriate care for individual children, as well as raising the standards of care and education for all children.

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

Staff are very positive with children, praising their achievements and rewarding them for their efforts. They support learning through their interactions with children, asking and answering questions. A good balance is achieved between adult-led activities and independent learning. Staff make sensitive observations of what children can do. This information is then used effectively to plan and provide activities which will help individual children make good progress towards the early learning goals. Children enjoy learning and make very good progress. They are able to

work both independently and with others, concentrating on one activity for extended periods of time. All children enjoy participating and are developing an understanding of sharing and taking turns. Children's learning is enhanced through excellent use of the local environment, for example, to collect freshly laid eggs for baking, to practise safe road crossing or to learn about arable farming.

Children develop good skills for the future, as they use the computer to play educational games and have free access to mark making equipment at all times. Children learn to develop their communication skills as they speak in front of a group, sharing items of interest. Sorting play animals helps children to learn about size, shape and colour, as well as supporting early counting and number recognition skills. Dressing up and real-life role play, such as shops, helps them to make sense of the world around them. Children express their imaginations as they paint, draw and collage with a range of different materials. They have free access to musical instruments, including saucepan drums in the garden. Children develop a love of stories, both through group story time and alone or with an adult. Playing with sand, water and bubbles help children to explore the properties of different materials.

Children behave very well and show respect towards each other. They have some opportunities to learn about difference and diversity as they investigate festivals, such as Diwali. However, opportunities to develop an understanding of cultural and religious differences are not yet fully integrated into daily practice and resources. Children have good opportunities to learn about keeping themselves safe and healthy. They follow the simple rules which are in place, such as using 'walking feet'. They respond well to reminders from staff and can give reasons for wearing helmets when cycling. Children have ample opportunities to exercise, both indoors and outside, including regular walks around the local area. Fresh fruit and vegetables are provided daily at snack time and parents are supported in sending in healthy packed lunches. Fresh drinking water is freely available to children at all times.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met