

Ramsden Preschool

Inspection report for early years provision

Unique reference number 203892
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Inspector Jenny Howell

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Type of setting Childcare - Non-Domestic

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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

Ramsden Preschool is run by committee and has been open since 1964. It operates from the main hall and a side room within the village hall in Ramsden Heath, Essex. The preschool is open from 9.15am until 12.30pm daily and from 12.30pm until 15.45pm on Mondays, Wednesdays and Thursdays, with the option for children to attend all day. The preschool is open during term time only. Children attend from the local and wider area.

The preschool is registered on the Early Years Register to care for a maximum of 26 children aged between two and five at any one time. There are currently 62 children on roll. They are also registered on the Compulsory and Voluntary parts of the Childcare Register. The preschool is able to support children with learning difficulties and/or disabilities and children who speak English as an additional language.

The preschool employs 12 staff to work with children. All of these, hold relevant qualifications in childcare. The preschool is a member of the Preschool Learning Alliance and receives support from local authority advisors.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The preschool is highly effective in meeting the needs of all children in the Early Years Foundation Stage. Safety and security procedures are extremely thorough in order to successfully protect children. Enthusiastic and well trained staff support children in making very good progress towards all of the early learning goals. Excellent procedures are in place to self-evaluate, in order to achieve high standards of care and education and to maintain continuous improvement. Excellent relationships with parents are very carefully fostered in order to ensure that parents are well informed about their child's progress and development on a regular basis.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- develop the physical environment to display numerals in purposeful contexts and provide further images that show a range of languages, dress, customs and cultures.

The effectiveness of leadership and management of the early years provision

Highly effective procedures are in place in order to safeguard children. These range from detailed risk assessments of all areas used by children, to staff's in-depth understanding of child protection issues. Children's well-being is significantly enhanced through effective organisational systems which ensure that all the required documents are in place. Staff are highly attentive to the needs of all children and work closely with parents to ensure they are vigilant in meeting children's welfare needs. For example, by ensuring that foods children are allergic to are not present anywhere on the premises.

An excellent system of self-evaluation supports staff in identifying the preschool's strengths and its areas for development. Action plans are in place in order to bring about real improvements and these are regularly monitored and reviewed. As a result of this the preschool has achieved significant improvement in the areas identified at their last inspection and continues to make progress in the areas they, themselves have identified.

Effective deployment of staff ensures that all children have their individual needs met and are supported in making very good progress towards the early learning goals. Staff are well trained and are supported in achieving higher levels of qualification, in order to enhance the skills they bring to the preschool. Individual children and their families are fully included in the preschool, allowing staff to get to know them well in order to support all children in making very good progress in relation to their starting points.

Excellent use is made of the space and resources available. The organisation of the environment is conducive to learning in all subjects. It suits the varied learning styles of different children, who are able to access a wide range of activities independently and thrive as a result. However, there is a lack of numbers and images of different countries and cultures displayed. The indoor space is used flexibly to provide clearly defined areas. The outdoor area has been developed to a high standard, allowing children free access to the garden at all times, to experience a wide range of learning opportunities.

Effective working relationships are developed with parents and carers. This helps to ensure that parents receive extremely good quality information about the progress their child is making and the preschool in general. Parents' views are also sought and their contributions to planning and children's records are highly valued. Parents speak very positively about the preschool saying that staff are very approachable and that their children are happy and settled. Excellent links are also established with other professionals. This allows staff to use expert advice in order to support individual children.

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

Staff support learning and development in a range of effective ways. Interactions with children are of an extremely high standard as staff are confident, supportive and enthusiastic. This allows them to talk purposefully with children to enhance both their learning and enjoyment. On-going, sensitive observations and assessments of what children can do allow staff to track their progress towards the early learning goals and thus plan activities for individuals which will help them to make consistent progress.

Children enjoy learning through a wide range of stimulating activities. Good use is made of the local area, for example, to go on a nature treasure hunt, in order to develop an understanding of the changing seasons. Children learn about the needs of others as they help to bath a baby, also helping them to develop a sense of their own growth and development. Children have plentiful opportunities to express their imaginations, as they paint, create collage or drum with pots and pans. Sand and water play helps children to learn about the properties of different materials in a practical way.

Children have excellent opportunities to develop skills for the future. They have free access to a computer to play a range of educational games, as well as, to develop confidence with ICT. They develop early literacy skills and a love of reading through free access to books and regular visits from the mobile library. Counting and problem solving skills are part of the daily routine, with children counting how many pieces they have used to build a robot or working out what and how to build with wooden blocks and sticks.

Children behave extremely well and need minimal guidance from staff. They have a clear understanding of the rules which are in place for their safety and use large play equipment correctly. Children learn about how to walk safely around the local area and regularly practise emergency escape routines. Visits from the local police and fire service help to enhance their understanding of personal safety and what to do in an emergency. Children feel extremely secure with staff and enjoy having a cuddle when they are upset, or joking together as children and staff dress up in pyjamas for a charity event.

Children become fully involved in the preschool, as they choose which toys they would like out each day and take pride in tending to their allotment. They participate in a range of charity events, helping them to appreciate the needs of other children around the world. Visits from people of different ages, with different accents, cultures or with hearing impairments help children to develop an understanding and acceptance of difference and diversity.

Children develop high levels of independence in using the toilet and most children are able to remember to wash their hands, talking confidently about the reasons for this. Children have frequent opportunities to exercise, accessing climbing frames, tricycles and trampolines on the garden. Children are able to help themselves to fresh drinking water through the session, allowing them to manage

their own welfare needs. They enjoy a wide range of healthy and nutritious snacks, including, fresh fruit or vegetables daily. Parents are supported in providing healthy packed lunches, with guidelines provided by staff.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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