

South Woodham Pre-School

Inspection report for early years provision

Unique reference number	EY337755
Inspection date	14/10/2011
Inspector	Jennifer Beckles

Setting address	Woodville Primary School, Brent Avenue, CHELMSFORD, CM3 5SE
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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*.

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Description of the setting

South Woodham Pre-school is run by a committee. It was established in 1970 and moved into the current premises in 2006. It operates from a demountable building with two rooms sited within the grounds of Woodville Primary School in South Woodham Ferrers. All children share access to a secure enclosed outdoor play area. The children also have use of the school's playground and playing field. A maximum of 46 children, divided between two rooms, may attend the pre-school at any one time. The group opens five days a week during school term times. Sessions are from 8.50am to 11.20am and from 11.50am to 2.50pm on Monday to Friday.

There are currently 106 children aged from two to five years on roll. Of these, 74 children receive funding for nursery education. Children attend for a variety of sessions. The pre-school serves the local community and surrounding areas. The setting supports a small number of children who have learning difficulties and/or disabilities.

The pre-school employs 15 staff. All staff hold appropriate early years qualifications. The setting receives support from the local authority, the Pre School Learning Alliance (PSLA) and the South Woodham Ferrers Cluster Group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in their learning and development because staff have sound knowledge of the children and in general, work effectively with a range of partners. This also helps to ensure that children's individual needs are efficiently met. Children's learning is well supported by the range of toys and resources available to them. Overall, children are kept safe because most policies, procedures and records are in place. The setting regularly evaluates the quality of its provision and has a high level of awareness of its strengths and weaknesses. It is committed to continually improving its provision for the future.

What steps need to be taken to improve provision further?

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

- improve records of risk assessments by adding when and who has carried out risk assessments used to identify aspects of the environment that need to be regularly checked
- 28/10/2011

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

- improve written information about educational programme offered to children, and daily routines so that they are available to all parents and carers

The effectiveness of leadership and management of the early years provision

Children are safeguarded and protected in the setting because all staff have a good knowledge of local safeguarding procedures and there is a designated child protection coordinator. All required records, policies and procedures and children's records are in place for the provision, including, accident, medication and attendance records.

All staff members, including, those who have unsupervised access to children are vetted thoroughly and the procedure ensures that they are highly suitable for their roles. Children are kept safe because there is an appropriate number of staff to children within regulatory ratios and because all staff have received safeguarding training. Risk assessments covering all areas of the setting, resources and equipment are kept, however, there is no written record of when and who has carried out the checks. This means that staff may not always be aware of whether certain aspects of the environment have been checked and could present risks. However, at the time of inspection the premises and environment were safe and children were secure. There is an outings procedure and risk assessment for such events. Children are also protected because the setting keeps good records, including, daily attendance, medication, and accident records. Overall, this means that the children are generally protected within the setting and while on outings.

All staff have good knowledge about the Early Years Foundation Stage and use this to support children's learning effectively. The environment is well-organised. There is a wide range of stimulating resources for children to choose from, including, computers and game software and remote control toys. Children are able to choose what they would like to play with and can access some of the resources for themselves, such as, a range of construction toys, books, puzzles, pencils and stationery. This means that they are able to thrive and make good progress in their development.

The setting has detailed awareness of its strengths and weaknesses. Ongoing self-evaluation, which includes input from staff and parents, reflects critical monitoring of what the setting does well and what it needs to improve and to this end, sets itself highly relevant targets. For example, it plans to improve the level of parental engagement by having coffee mornings to enable improved sharing of information. The setting has addressed previous actions and recommendations promptly and effectively. For instance, it now operates rigorous staff recruitment and vetting procedures.

Staff have good working relationships with parents and carers. When parents first register, they complete forms which detail their child's individual needs. They are encouraged to settle their child and exchange further information on their child's needs. This helps staff to get to know about the child and means that parent

wishes and children's individual needs are well met. However, written information on daily routines and the overall educational programme is not available to all parents. This means that some parents may not be aware of how the session is organised. Staff share information with parents on their child's progress at parents' evenings and through informal conversation at collection time. The information that staff share with parents is based on developmental records on children in their group which, includes, samples of work covering different areas of learning, observation notes and photographs of children that demonstrate skill and achievement. This means that parents can continue their child's learning at home and each child is supported in making progress towards the early learning goals. Effective relationships with external organisations involved with the children are firmly established and contribute well to supporting children's welfare and learning.

The setting offers individual and caring support to children who have special educational or additional needs and/or disabilities because they have individualised planning and a special educational needs coordinator to manage learning and care. For example, for children with physical disabilities, the setting liaises with other professionals involved in the children's care and on their advice, adapts the layout of the environment and activities so that the children have equal opportunities to progress in their learning. Children learn to develop positive attitudes towards themselves and others because staff encourage children to accept difference by talking to them about different cultural traditions and festivals which they celebrate with the children. There is good integration of multicultural resources in the provision to help children to understand and accept difference. Staff challenge discriminatory comments.

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

Children enjoy being in this setting. They generally display confidence in exploring their environment which is underpinned by familiarity with routines and staff. Children are beginning to learn to support their own safety and some show understanding of rules, such as, using 'kind' hands to be gentle with each other. Staff help children to keep themselves safe by, for instance, showing them how to use tools and equipment properly.

Children's good health is promoted sufficiently by the setting. They regularly wash their hands before eating and after visiting the bathroom. Snack times at the setting feature a range of fruit and vegetables which the children identify from pictures on their place mats. More able children help to prepare and serve snacks to others. There is fresh filtered water available to the children. On most days, the children go outdoors to get fresh air and exercise and some children show awareness of the benefits of this. They develop good skills in moving in different ways, such as, running and hopping and physical coordination because they make use of a range of outdoor resources and share hall and climbing facilities with the adjacent primary school.

Children make sound progress towards the early learning goals because the setting utilises information from initial assessments to determine children's starting points

and observations to inform planning and children's next steps. These refer to the Early Years Foundation Stage framework so to provide good levels of challenge. There are good opportunities in communication, language and literacy and in problem solving, reasoning and number skills. For example, children can draw and write using a range of materials, use language during role play and read and enjoy stories by interacting with a range of stories. There is also a 'Sounds and letters' programme for children who are about to start school. Children learn about number, shapes and problem-solving by learning number rhymes, counting stories, use construction sets and through everyday activities. This means that children develop good language, numeracy and problem solving skills. The setting promotes children's knowledge and understanding of the world through a variety of absorbing and fascinating activities, such as, caring for pet African snails, handling non-venomous snakes, and use of magnets, water, and other resources to find out about their properties. They also use small world resources, different malleable materials and invite people who help them, such as, fire fighters in to the setting to talk to the children about their roles. Additionally, children have skills in using technology as they access computer game software and remote control toys. This means that children develop good skills for the future.

High expectations of behaviour and ground rules mean that children's behaviour is good and they show kindness and respect each other. Children share, cooperate and join in during different activities. They show an understanding of diversity supported by discussion and celebration of different cultural and religious traditions and festivals.

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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