

Rodings & Easters Pre-School

Inspection report for early years provision

Unique reference number	403953
Inspection date	29/09/2011
Inspector	Angela Jackson

Setting address	Leaden Roding Village Hall, Stortford Road, Leaden Roding, Dunmow, Essex, CM6 1RB
Telephone number	07985 013977
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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

Rodings and Easters Pre-school opened in 1989. It is privately owned and operates from a large room in the village hall in Leaden Roden, in Essex. The pre-school serves the local area and has strong links with the nearby primary school. Children have access to an enclosed outdoor play area.

The pre-school is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 30 children may attend the pre-school at any one time, none of whom may be under two years of age. There are currently 26 children on roll. The pre-school is open between 9.30am and 12pm, Monday, Wednesday, Thursday and Friday mornings, during term time only. The pre-school provides funded early education for three- and four-year-olds. There are 11 members of staff. Six staff hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Most children learn and develop at a good pace. Staff plan interesting activities and there are good systems in place for assessing children's progress in relation to the Early Years Foundation Stage goals. Children feel secure and benefit from the strong relationships staff form with parents and partners in the wider context. All staff and parents contribute to the process of self-evaluation. This means that strengths are built on and areas for improvement accurately targeted. As a result, there is good capacity for the pre-school to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- identify the training needs of staff and use training available by the local authority to make sure there is a programme of continuing professional development in place to meet their needs
- review policies and procedures to make sure they consistently relate to current guidance in particular, log details and evaluations of evacuation drills carried out.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and well protected because staff have a good understanding of child protection issues. Staff are aware of the signs and symptoms of abuse and know how to refer any concerns they may have about the children in their care. Children are further protected as there is a rigorous recruitment process. Annual appraisals are held to set targets for staff

development. At this time, assessment is made of staff's training needs but those needs are not always addressed effectively. All adults who come into contact with children are subject to suitability checks. Visitors and volunteers are always supervised while children are in the pre-school.

Regular risk assessments, visual daily checks and prompt action taken to reduce hazards, mean that children's welfare is effectively protected. Evacuation drills are practised by children and staff every term and a note made on the register. There is no assessment of the drill recorded. The main hall and the garden are organised to provide clear areas for play and movement. As a result, children feel safe and secure as they go between activities. Children freely access a good range of resources. They are supported in their learning by staff's timely intervention used to extend children's understanding and development of new skills. For example, staff model different ways to use small tools and equipment in order to increase the range of options children have to shape and cut playdough.

The owners have a good awareness of the strengths and weaknesses of the provision and invite parents and staff to set targets for further improvement. Staff and parents contribute to the process of self-evaluation. The parents' forum provides valuable support in meeting the targets and in raising funds to increase the range and variety, of resources available. For example, the outside area was identified as being under used. As a result, money was raised to put down an all weather grassed area and to buy a play house. These actions reflect the staff and parents' ambition for ongoing improvement and the high regard in which parents hold the pre-school.

Parents see their children grow in confidence as a result of the good standards of care and teaching given by staff. All children are valued for their uniqueness. Parents and other professionals are encouraged to share important information about children's starting points and progress and to support children's individual needs. Children are therefore well supported in their achievements and are happy in their learning. Staff are sensitive to the needs of all children and actively promote children's respect for difference. Children look at books with pictures that reflect diversity in the local and wider community. As a result, they gain good understanding of, and respect for, children who come from backgrounds and countries different to their own.

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

Children quickly settle in to the pre-school. Children's sense of security is promoted through staff providing a warm and welcoming environment in which each child is valued. Children enjoy a weekly cooking session. This often links with the current topic, such as making samosas during India week. These activities extend children's understanding and interest and at the same time children learn good rules for the safe handling of knives. Parents appreciate staff's high expectations for good behaviour and that boundaries are set. They see children grow in confidence, behave better and gain maturity.

Staff provide good role models for children. They have high standards for personal hygiene and for maintaining a clean and germ free area for food. Children watch staff clean tables before snack and wash their hands. Over time, children take greater responsibility for their own care and independently use the toilet, step and basin. Children take part daily in physical activities, such as riding bikes and jumping on soft mats. In addition, children have access to an outdoor area which provides further opportunities for physical development and fresh air. Outside they use wheelbarrows and learn about the natural world as they plant and water flowers. Children thoroughly enjoy using a wide range of toys to carry and pour water onto the flower pots.

Staff use a good range of open and closed questions and discussion, to engage children in meaningful conversation. As a result, children learn to form complete sentences and to ask questions appropriately. Vocabulary is further extended in topic work, to introduce new concepts. For example, in the topic of time, children learn to use hook and loop fastenings to secure the watch strap they make and use opposites such as night and day, and light and dark.

The planned activities take good account of children's prior learning because staff record progress and set targets for further progression. Parents are fully involved in the target setting process. As a result, children benefit from the two-way sharing of information and support. Staff discuss number and time in everyday contexts that are relevant to children. The shop in the role play area has a till and telephone which encourage children's understanding of the world of work and technology. The skills children are developing in communication, number and technology are the foundations for successful future learning experiences.

Children on the whole are well behaved. They are learning to share and to take turns. A varied range of activities and resources promote children's understanding of other cultures and beliefs. They learn about how festivals are celebrated in other cultures and the different foods and preparation methods used in cooking around the world. Physical activities, such as African dancing generate children's interest in the wider world and respect for diversity. At the same time, children learn to understand and respect local and national traditions such as sharing in the harvest festival service at the local primary school and making bread from wheat.

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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Annex B: the Childcare Register

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