

# Treasure Children Forever Pre-school

Inspection report for early years provision

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**Inspector** ISP Inspection

**Setting address** Giffords Cross Road, CORRINGHAM, Essex, SS17 7PZ

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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**

Treasure Children Forever Pre-school opened in 1976 and is governed by Thurrock Christian Fellowship. It operates from two rooms, within community premises. It is situated close to the centre of Corringham. The pre-school operates during term time only an opening hours are from 9am until 11.30am and from 12.15pm until 14.45pm. Children also have the option to attend a lunch club and stay all day.

The pre-school is registered on the Early Years Register to care for a maximum of 45 children in this age range at any one time. They are also registered on the Compulsory and Voluntary parts of the Childcare Register. There are currently 115 children on roll. Children come from the local and wider catchment area. The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The pre-school employs 15 members of staff to work with children. Of these, 13, including the managers, hold early years qualifications. Two members of staff are working towards recognised qualifications. 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 outstanding.

The pre-school is highly effective in meeting the needs of all children in the Early Years Foundation Stage. Enthusiastic and well qualified staff support children in making very good progress towards 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. Relationships with parents are very carefully supported in order to ensure that they are very well informed about their child's progress and development on a regular basis. Professional expertise is used effectively to support staff in meeting children's individual needs.

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

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

- Continue to develop opportunities to allow parents to contribute to their child's learning and development records in order to support planning for children's next steps.

## **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 regular and detailed risk assessments of all areas used by children, to

an in-depth understanding of child protection issues by all staff. All of the required documents, information and parental permissions are in place in order to further enhance children's welfare and safety. Thorough procedures are in place for the recruitment and vetting of new and existing members of staff. All staff are highly attentive to the needs of children and work closely with parents to ensure they are vigilant in meeting children's welfare needs, especially in relation to allergies.

An excellent and on-going system of self-evaluation supports staff in identifying the nursery's strengths and its areas for development. All staff are involved in this process and the views of parents are actively sought, through questionnaires, in order to form an accurate picture of the pre-school's performance. As a result of this the pre-school has achieved significant improvement, including the area identified at their last inspection. As a result children now have access to a stimulating outdoor area all year round.

Effective deployment of highly-skilled 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 very well trained and are supported in achieving higher levels of qualification, in order to enhance the skills they bring to the pre-school. An appraisal system is in place in order to support staff in developing their skills and to ensure that high standards are maintained.

Excellent use is made of the space and resources available. The use of two rooms ensures that staff can tailor learning opportunities to closely meet the needs of different ages of children. All areas of learning are supported through each area of the nursery, with excellent use made of the outdoor area, to enhance and extend learning.

Highly effective working relationships are developed with parents and carers. This helps to ensure that parents receive good quality information about the progress their child is making. Parents' comments about their children's progress are highly valued, though parents are not always fully involved in identifying the next steps for their children's learning. Excellent links are also established with other professionals. Staff actively seek their advice and support, allowing them to support individual children and especially those with special educational needs and/or disabilities. This also allows staff to exchange ideas and information with other settings, when children also attend other childcare providers. As a result of this, children's learning and welfare needs can be consistently met.

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

Children are welcomed into a highly stimulating and welcoming environment which reflects all of their diverse needs. Staff support learning and development in a range of effective ways. Their interactions with children are of an extremely high standard as staff are confident, supportive and enthusiastic. They make effective use of questioning and explanation to focus children on their play and to extend their learning. They organise the learning environment to provide children with opportunities to explore all areas of learning, both indoors and outside. On-going,

sensitive observations and assessments of what children can do allow staff to plan activities which are closely tailored to the needs and interests of individual children. This helps to ensure consistent progress, based on children's starting points.

Children enjoy learning through a wide range of engaging and imaginative activities. They explore textures and smells as they fill containers with jelly, custard and corn-flour gloop. They find out about nature as they grow their own vegetables and play outside throughout the changing seasons. Children learn about how to care for animals through visits from a veterinary surgeon. Children express their creativity in a wide range ways. These may include turning an enormous cardboard box into a fire engine, to creating collage pictures of favourite characters.

Children are provided with excellent opportunities to develop skills for the future. They develop confident communication skills as they act out various real-life situations, such as, going to the shops or the hairdressers. They see letters, words and numbers on display all around them and are confident in naming these and using them in their play. For example, children count to find out how many puzzle pieces they have used and how many they need to finish the jigsaw. Children become confident in writing their own names and enjoy writing shopping lists as they play in the home corner.

Children behave very safely and contribute to developing the clear and simple rules which are in place. Planned topics, such as, 'fire' help children learn how to keep themselves safe, for example on firework night. The outdoor area is put to good use, as children ride their tricycles, stopping at the zebra crossing and observing the play road signs. Visits from a police officer help children to learn about stranger danger. Children feel extremely safe in the company of staff, happily turning to them for help when needed and playing contentedly.

Children's behaviour is very good. Many children are able to negotiate sharing and turn taking, leading to harmonious and cooperative play. Children play a full part in the pre-school, for example by helping to tidy up or making displays. They also participate in national events, such as, the royal wedding. Children show respect for each other and learn that others many have differing needs. Themes, such as, 'it's cool to wear glasses', effectively support children's understanding of difference. Children enjoy learning about the home cultures and traditions of their friends, for example, by finding out how Eid is celebrated, which is supported by parents and visitors.

Children develop a good understanding of health and hygiene. Visits from a dental hygienist help to reinforce the importance of good teeth cleaning routines, while posters around the pre-school remind children to wash their hands. Children have excellent opportunities to exercise, ranging from balancing on stilts to climbing in and out of a full-size tractor tyre. They develop a good understanding of healthy eating as they make their own snacks, talking about the ingredients as they do. Parents are well-supported by staff in providing healthy and nutritious packed lunches. All children enjoy free access to fresh drinking water.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	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

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### Outcomes for children in the Early Years Foundation Stage

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