

# Roydon Pre-School C.I.C

Inspection report for early years provision

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EY423758

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04/11/2011

**Inspector**

Jo rowley

**Setting address**

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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**

Roydon Pre-School C.I.C. was registered in 1971 and is run by a management team. It operates from the village hall in the village of Roydon, Essex. The pre-school serves the local community and surrounding areas and has strong links with the local primary school. It is accessible to all children. There is a fully enclosed area available for outdoor play. The pre-school opens each weekday, during school term time, from 9am until 12noon with various sessions offered.

A maximum of 24 children may attend the pre-school at any one time. There are currently 35 children attending who are within the Early Years Foundation Stage. The pre-school is registered on the Early Years Register and provides funded early education for three- and four-year-olds. 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 eight members of childcare staff. Of these, four hold appropriate early years qualification to level three or above, including one member of staff with Qualified Teacher Status. The pre-school receives support from the local authority.

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

Overall the quality of the provision is good.

The pre-school provides a warm and welcoming environment for children and parents. Staff follow good safeguarding procedures and carry out effective risk assessments to ensure that children are safe and their welfare is promoted. Partnerships with parents and carers are good with home links developing through communication. Parents speak highly of the staff team and relationships with other providers of the Early Years Foundation Stage are also good, promoting consistency of care whilst fostering children's development. Procedures for self-evaluation, to promote outcomes for children, are good, with all staff being fully included in the process for developing future plans, in order to meet children's needs effectively.

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

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

- obtain children's starting points in order to assess the progress which they are making
- incorporate children's next steps into the planning, consistently, to ensure that activities are tailored to the needs and abilities of individual children.

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

Safeguarding procedures and effective staff knowledge ensure that children are fully protected. Most staff have completed additional safeguarding training to ensure that they are up to date with current legislation and have good awareness for how to protect children in their care. For example, staff are vigilant in ensuring that only vetted persons have access to children by monitoring the main entry to the setting during arrival and departure times, as well as keeping these areas locked during the session. The pre-school leaders and their team of staff work well together to improve the setting and promote outcomes for children. For example, a newly added outside area is now available for children to use which parents, staff and locals raised funds for. This enables children to have regular access to physical play outside in a safe environment. Staff are well deployed within the setting, with each member of staff fully aware of their role and responsibility in following daily routines to ensure that children are supported effectively and their enjoyment of activities promoted. Resources are well used and offer children a wide variety of interesting and fun activities, for example children's creative development is encouraged as they have opportunities to create their own games and ideas with pirates, dinosaurs and home corner resources. All staff are involved in the self-evaluation process.

Staff promote children's learning with regard to diversity and social awareness through activities which are enjoyable. For example, children are creating their own poppies as they learn about Remembrance Sunday. Together they will go to the village war memorial with staff and families to commemorate the day appropriately. Children who speak English as an additional language are well supported by staff who work with parents to effectively support each child. They use words and phrases in the child's home language as well as labelling items, such as chairs and tables, in different languages. Parents speak highly of the staff team and are very happy with the setting as a whole. They speak of the friendly relationships they have with staff, commenting on how approachable and welcoming they are and how nice it is that their children are so eager to attend. Parents feel well informed of their children's progress and get fully involved in the setting with regard to fundraising. For example, regular meetings are held by the parents forum which is set up by parents, for parents, and is the communication link between staff and parents. Staff have built good relationships with other settings, such as the local primary school and because of this link children have regular opportunities to visit the school. Staff come from the school to the pre-school, in preparation for when children start, promoting consistency and confidence for the transition to school. Therefore, better outcomes for children are promoted.

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

Children are happy, settled and make good progress overall in their learning and development. Observations planning and assessments for children in the Early

Years Foundation Stage are in place and these help the setting meet the needs of the children attending. However, staff do not obtain information regarding children's starting points and therefore assessing the progress they make is not as effective. Planning is organised and demonstrates the activities and resources that children enjoy. However, individual children's next steps are not incorporated or linked from observation to the future planning of activities. Therefore, activities are not effectively tailored to the needs and abilities of individual children. Children's learning journeys are updated regularly by staff and these are shared with parents during coffee mornings or key worker meetings to ensure that staff are aware of where their children are in their learning.

Children are developing their communication, language and literacy skills through regular opportunities for reading, speaking and listening. For example, they have independent access to books every day and are observed looking at books with their friends. Staff take time to listen to children and use opportunities, such as at snack time, for children to talk about their families or general things that they have enjoyed during the morning. For example, one child talks about going on the climbing frame and slide whilst another talks of the long snake she made. Staff ensure that both conversations are equally important. All children show a great interest in the resources available and they engage fully in activities, such as play dough, for extended periods of time. Children are supported by staff who extend their learning naturally. For example, at the play dough table children are encouraged to talk about the feel of the dough, with a member of staff encouraging them to use words, such as soft, cold, flat and smooth. Children's physical development is fully promoted as they have regular opportunities for outside play as well as access to use large physical resources in the hall. Children are skilled at manoeuvring around the hall, on stilt cups or hoppers, careful that they do not bump into one of their friends or cause an accident. They wait patiently for their friends to have their go on something as they learn about turn taking.

All children show that they are becoming aware of social behaviours. They listen carefully, respond to requests and share the resources well. Children have made firm friendships with each other and show care and concern to one another. For example, as children enjoy a drawing activity one child, who writes their name well offers to help their friend who is having difficulty writing theirs. Children have some ownership of their health and hygiene and follow daily routines, such as hand washing. They each have independent access to fresh drinking water which they are encouraged to help themselves to, throughout the session. Children's independence is promoted as, for example, they serve their own snack and try to put their own coats and shoes on for outside play, further promoting their independence skills.

## 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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