

# Bell House Pre School

Inspection report for early years provision

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EY427437

**Inspection date**

10/11/2011

**Inspector**

Sarah Williams

**Setting address**

Ramsden BellHouse Village Hall, Church Road, Ramsden  
Bellhouse, BILLERICAY, Essex, CM11 1RT

**Telephone number**

01277 650936

**Email**

toniblock@talktalk.net

**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**

Bellhouse Pre school is privately owned and managed. It was registered by Ofsted on the Early Years Register in 2011. It operates from a village hall In Ramsden Bellhouse, Essex. The setting serves the local area, is accessible to all children and includes a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday during school term times. Sessions are from 9.30am until 12.45pm. A maximum of 30 children may attend the setting at any one time. There are currently 37 children on roll. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs eight members of childcare staff. Over half of the staff hold appropriate early years qualifications.

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

Overall the quality of the provision is good.

Children make good progress towards the early learning goals as they enjoy a wide range of well-chosen activities and have access to stimulating play resources designed to promote their progress towards the early learning goals. Outdoor play is often geared towards physical development. Children's welfare and learning needs are met and they are seen as unique individuals. The partnership with parents is strong and an effective two-way flow of information is maintained, although parents' opportunities to contribute to the development profiles are limited. The staff constantly evaluate and reflect on their practice and the setting has a clear vision, with achievable and realistic goals for future developments which will bring about improvement for all children.

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

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

- ensure that planning for outdoor play is balanced and includes opportunities for learning across all areas
- initiate systems to ensure parents have ongoing opportunities to contribute to their child's assessment and planning for next steps

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

Children are effectively safeguarded as the provider is aware of her responsibilities and follows appropriate policies and procedures designed to protect children from harm or neglect. The designated safeguarding staff member has attended recent training and is confident in recognizing the signs and symptoms of abuse or

neglect. Children are safe and secure as thorough and comprehensive risk assessments are undertaken both within the setting and for any outings undertaken. Staff at the setting have a good understanding of diversity and inclusion and meet all children's needs well. For example, children whose first language is not English or who have additional needs are supported. Books and resources, such as stories from other cultures, enrich children's understanding of the wider world and many cultural events are celebrated. Where it is identified that external help is required to ensure children reach their full potential, the provider ensures this is in place and is able to call upon a wider range of external support.

Partnerships with parents and carers are valued and seen as key to the smooth operation of the childcare arrangements. Parents' responses to questionnaires make their views known and any ideas are incorporated where these will benefit children, such as the introduction of a 'rising fives' session. A settling-in period helps children to be introduced gradually to the new setting. A complaints procedure is in place to help resolve any concerns presented by parents. Parents are generally very positive in their feedback, praising the flexible, friendly approach and high standard of care their children receive. They support events and activities well by providing resources and attending events and special days, such as performances. Parents with talents provide an added dimension, such as dance classes and cake decorating, as well as showing animals and other hobbies and interests to the children. A 'dads day' was very well attended and proved popular with dads and grandads alike, who enjoyed sharing time with their children at the setting.

The staff are reflective and have developed a self-evaluation to identify strengths at the setting as well as future actions which will improve outcomes for children. All staff have been involved in the evaluation exercise.

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

Children can be seen to be making good progress in relation to their starting points. The day begins with self-registration, familiarising children with their own name in print. They choose what they would like to do during free play times and enjoy the activities and play opportunities provided as part of the continuous provision. They are able to use their imagination when playing, for example, with vehicles, layouts and figures, or when dressing up and using the role play area themed as a hairdressing salon. Play dough, made by the children, is used in conjunction with scales and other mathematical equipment to provide an introduction to weight and measure. The resources are set out at low level, making them easy to access. Older children can ask for or select other items, developing their independence and decision-making. Children follow simple rules to help them stay safe and maintain a harmonious ambiance. These are displayed on the wall if a reminder is needed. All children attending regularly practice an evacuation plan so they know what to do in an emergency.

Children are offered a balanced range of snacks and drinks. They choose when to take their break by carrying their cup with name card to the snack table. A lunch

club on some days allows children to gain independence in managing their own packed lunches. Children take part in cooking activities and try new things when celebrating various festivals or as part of themes, helping to introduce them to some new tastes. A cosy corner offers a space to rest or relax at any time during the session.

The outdoor play area is used for free-flow play and provides space for children to move about freely and use the wheeled toys and modular climbing and balancing equipment. Currently, the planning does not include all areas of the curriculum when considering outdoor activities. Activities, such as gathering blackberries and making jam, help children understand lifecycles and seasons, and provide a sense of achievement as they eat their delicious scones and jam. Sensory development is made exciting through activities, such as exploring melting ice and thinking about polar animal's habitats. Their comments and observations are made into a display to be shared by all.

Children are clearly confident and 'at home' as they play and learn at the setting. Children's behaviour is exemplary and they demonstrate very caring and considerate attitudes towards one another, responding to the staff's consistent behavioural expectations very positively. New children, even those who are very young, quickly settle and feel able to join in and make friends. Children are given free choice to move between activities and are involved in planning when their ideas are asked for and included the following week. The setting has developed strong links with many local community groups and children's involvement in seasonal activities, such as a harvest lunch and a Christmas production, is excellent in promoting their self-esteem and sense of community. Parents enjoy supporting these events, which reinforces the children's sense of self-worth. The mobile library makes a special stop fortnightly to allow the pre school children to choose books for themselves and for the group. Children gain experience and important skills for the future by developing their literacy and numeracy skills through focused activities and free play with puzzles and maths equipment as well as simple computer programs on a laptop provided for their use. Children learn self-control and the ability to wait for a turn as they take part in fun and lively circle games as well as quiet times.

Staff compile a comprehensive Learning Journey for each child which include examples of work and observations of their activities, as well as children's comments and opinions to form the basis of a developmental record which clearly charts achievements and next steps. The records are available to parents at any time and parents are formally invited to view these twice a year and discuss their child's progress with their key person. Currently, parents' comments and input to the learning journeys are limited.

The provider is very proactive in establishing links for children attending other early years settings, ensuring that any important information is shared and helping ensure continuity of care. Equally, arrangements for children's progress on to their next setting is managed well, aiding a smooth transition.

## 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

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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	1
The extent to which children develop skills for the future	2

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