

# St Johns Forest Glade Preschool

Inspection report for early years provision

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<b>Unique reference number</b>	650005
<b>Inspection date</b>	02/11/2011
<b>Inspector</b>	June Oliver
<b>Setting address</b>	Forest Glade, Langdon Hills, Basildon, Essex, SS16 6RX
<b>Telephone number</b>	01268 490400
<b>Email</b>	
<b>Type of setting</b>	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

St. John's Forest Glade Pre-school is owned by Langdon Hills Parochial Church Council. It registered in 1991 and operates from the church premises in Great Berry, Langdon Hills, Basildon in Essex.

The setting is open each weekday from 7.30am until 6pm during school term times. The breakfast club runs from 7.30am until 9.15am and the pre-school sessions run from 9.15am until 11.45am and 12.30pm until 3pm. Lunch clubs run each week day from 11.30am until 12.30pm. The after school club runs from 3pm until 6pm. All children share access to an enclosed outdoor play area. Children attend for various sessions and can stay all day.

The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 110 children under the age of eight may attend the setting at any one time, all of whom may be in the early years age range. There are currently 275 children attending who are within the Early Years Foundation Stage. The setting also provides care for children up to the age of 11 years. Children come from the local area. The pre-school supports children with special educational needs and/or disabilities and also supports a number of children who speak English as an additional language.

The setting employs 51 staff who work in all areas. Of these, 43 staff work directly with children, of which 39, including the manager, hold appropriate early years qualifications, including one holding a Foundation Degree in Early Years. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's learning and development is promoted very effectively at this setting and they make very good progress towards the early learning goals. They participate in a wide range of adult-led and child-initiated activities covering all areas of learning consistently and planned to meet their individual needs. Excellent partnerships with parents and other professionals involved with children's learning and development are established and work exceptionally well in practice. Overall good opportunities are provided indoors and outdoors for children to learn how to become independent learners. Very effective procedures are in place to evaluate and monitor the setting with input from parents, children and staff. Most policies and procedures are in place and effective in practice.

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

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

- obtain written parental permission at the time of the

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child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare)

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

- further support children's growing independence. This is regards to helping to prepare their own snack.

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

Children are safeguarded well in this setting as staff have good knowledge of local policies and procedures. Staff have completed training and there is an effective procedure in place, with appropriate contact numbers available, should they have a concern about a child in their care. Comprehensive procedures are in place to ensure that staff are suitable to work with children. Good quality policies and procedures are in place to support practice. While there is a system to obtain written permission from parents to take children to hospital should they have an accident or become ill, this does not include consent to seek emergency treatment or advice. This oversight means that the welfare requirement is not fully met. This means that children are not fully safeguarded and this is a breach of the welfare requirements. Staff ensure children play in a safe environment as detailed risk assessments are completed, and high staff ratios ensure children are supervised well.

Excellent processes are in place to evaluate the provision, including asking parents, children and staff. Improvements are identified that will support staff to raise outcomes for children. For example, the learning journeys have been changed to enable staff and parents to easily identify individual targets. Practice is regularly evaluated to ensure it meets the needs of children and families. For example, feedback sessions have now been introduced so parents can discuss their children's learning and progress with key workers. Staff attend regular whole team meetings to ensure information and knowledge is passed on and individual meetings ensure individual professional development needs are met.

The manager organises the staff team, which are mostly well-established in their roles and efficient rotas ensure the setting runs smoothly. The setting is welcoming with posters, displays and art work, such as pictures of children's eyes to demonstrate the differences in them. This helps to create a sense of belonging. High quality resources and equipment, which are appropriate for the children attending, are easily accessible and well-presented which supports learning very effectively. Children self-select activities with confidence and choose to play indoors or outdoors. This means they can follow their individual interests which promotes their independent learning. Relationships between staff and children are excellent ensuring good support and supervision during activities. Staff promote equality and diversity exceptionally well adapting activities readily to ensure all

children can participate. For example, staff hold some children's hands when balancing on beams in the garden and supervise others. Staff support children with English as an additional language and those with special educational needs and/or disabilities using a range of resources. For example, staff use signage and have a visual timetable available to enable children to fully understand. This ensures their individual needs are met very effectively.

Excellent partnerships with parents and carers have been developed and parents have good opportunities to contribute to their children's time at the setting. Comprehensive information is collected from parents before their children attend. Regular feedback from staff ensures parents are kept fully informed about children's progress towards the early learning goals. Parents' comments and questionnaire results show they are very happy with every aspect of the care and education their children receive at this setting. A purposeful partnership with the schools that children transfer to have been developed and ensure transition to school is managed very effectively. Very good relationships with other professional's involved in children's learning and development, including the local authority, is established and support learning well.

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

Children's good health is exceedingly well-promoted at this setting. They choose healthy options for snack time and meals and know what foods are good for them. For example, they talk with staff at snack about healthy choices. They know they need to drink plenty of water when they exercise and get warm to keep themselves healthy. Children have superb opportunities for physical play. They choose to go outside and run around and use the small and large equipment. For example, children choose to play on the cars and scooters in the garden and they play games and run around when attending the after school club. Children understand about healthy routines and independently line up ready to wash their hands at snack time. Children understand about hygienic nappy changes.

Children thrive in this setting as excellent relationships with staff have been developed. Children feel safe and secure as routines are well-established and children know what they can do and where they can go. Their individual learning objectives are provided for, with well-planned activities and resources. Children are extremely confident and self-assured and move around the setting freely and safely and self-select activities from the good quality ones available. This encourages children to become independent learners. Children use tools and resources safely as they use spoons for eating and scissors for cutting. Children are motivated and readily engage staff in conversation and ask for support for their activities. For example, children ask for help when stuck on the computer game.

Children behave exceptionally well in the setting because of the clear and consistent boundaries. Explanations are given for the ground rules which ensure children feel settled, secure and confident to explore the activities. Children choose to play alone and follow their interests, such as, playing with the small world

house. They also play together very well and seek out friends to play with. For example, two children play with the animals together and talk about what they are doing. Children learn about cultures and diversity as birthdays and festivals are celebrated and books, puzzles and small world figures are used to learn about differences and diversity.

Children make very rapid progress towards the early learning goals as activities are planned around their individual needs and interests. Staff regularly observe children's play and use this information to link to areas of learning and for assessment. These are then used to identify children's next steps and to ensure all areas of learning are provided for. Parents contribute to their children's learning at registration and during meetings with key workers to ensure their continued involvement and support. Children are developing excellent language skills as staff ask relevant questions and allow time for responses. For example, staff ask children what their favourite foods are when making a plate of play dough food and discuss the shapes and colours of these foods. Children are developing superb listening skills as they listen to others talking at circle time. They are developing first class early writing skills as they draw and use scissors. They are developing very good independence skills as they wash their hands, put their own coats on and self-select activities. However, opportunities for pouring their own drinks and preparing food are limited which means this is not always fully supported. Mathematical skills are promoted exceedingly well as they count when washing their hands and when playing a computer game. Children learn about information and technology very effectively as they use computers and electronic toys. This means that children are also developing highly valued skills for the future.

## 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	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>	2
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	2
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

The quality of the provision in the Early Years Foundation Stage	1
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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