

# Richmond Pre-School C.I.C.

Inspection report for early years provision

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EY421247

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28/11/2011

**Inspector**

Anne Horn

**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**

Richmond Pre-School CIC opened in 1965 and relocated into a purpose built pre-school building in 2010. It is situated within walking distance of schools and shops in Benfleet, Essex. All children share access to a secure outdoor play area. A maximum of 38 children may attend the pre-school at any one time. The pre-school opens five days a week during school term times. Session times are from 8.50am to 11.50am Monday and Friday and 12.50pm to 3.20pm Monday to Thursday. A lunch club runs from 11.50am to 12.50pm every weekday. There are currently 99 children aged from two to four years on roll. Children aged three and four years receive funding for early education.

The pre-school serves the local community and wider areas. The setting supports children who have special educational needs and/or disabilities and children with English as an additional language. The provision is registered on the Early Years Register. The pre-school employs 19 staff, of whom 14, including the manager hold appropriate early years qualifications. The setting receives support from the local authority, the Pre-School Learning Alliance and the local authority.

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

Overall the quality of the provision is outstanding.

Children's needs are met exceptionally well. There is a highly inclusive environment where the uniqueness of each child is recognised. Partnership working is highly developed and supports the setting in meeting the needs of the children. Systems for monitoring the effectiveness of the provision are highly developed and ensure that future planning is very clearly focused. This ensures the setting achieves and maintains extremely high quality care and outcomes for children.

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

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

- extending further the range of resources to reflect the diversity of the children and local community.

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

Safeguarding of children is excellent. Children's safeguarding and well-being is given a very high priority within the setting. Staff are well trained and fully understand the comprehensive policies and procedures of the setting. A rigorous recruitment and induction process ensures the suitability of staff and volunteers working with children in the setting. Well-planned and organised procedures

ensure the ongoing suitability of staff. Dynamic leadership leads to a very knowledgeable and enthusiastic team who implement the Early Years Foundation Stage very well. This is demonstrated in the excellent routines and procedures that ensure children are safe and secure at all times. Robust risk assessments are regularly reviewed and take account of individual children's needs, for example considering additional safety requirements to ensure all children can be included in activities.

All required documentation that supports children's well-being is in place and is very well maintained with regular reviews being carried out. Processes of self-evaluation are very strong with a culture of continuous reflection within the setting. Managers regularly review progress with staff and identify opportunities to make improvements to benefit children. Parents and children views are continually sought and their feedback is included in the self-evaluation process. There is well-thought-out continuing professional development of the staff. Managers plan in-house training by professionals who visit the setting, for example a behaviour expert leads training during staff meetings. This allows staff a greater understanding of individual children's needs and supports all staff in meeting those needs.

The layout of the setting provides children with a vibrant, stimulating environment where a wide range of resources are arranged to support individual enjoyment and strongly encourage independence. Storage boxes are clear and are labelled with pictures and words, encouraging children to choose toys and equipment and promote independence. There is an excellent range of equipment and resources to meet all areas of development. The structure of the sessions allows children to have free-flow access to outdoor play in the very well designed, secure outdoor area.

Staff have very strong partnerships with other agencies involved in supporting specialist individual needs of children. This leads to very good cooperative planning to ensure children's learning and development needs are thoroughly met. The positive approach to partnership is reflected in the excellent process to share information with other providers of Early Years Foundation Stage where children attend more than one setting. For example, regular development updates are shared with other settings to ensure continuity of planning for children. Transition to school is very well organised with close partnership working with local schools, ensuring children are confident and secure.

Staff have excellent relationships with parents and carers and have very effective information sharing processes to ensure they are fully informed about their children's development. Parents receive extremely good information about the setting, with regular newsletters and half-termly reports on their children's progress. Settling-in procedures are very good, enabling parents and children to know their keyworker and ensure the children are happy and confident when they begin to attend regularly.

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

Children's welfare and learning and development are promoted extremely well. Staff use a wide range of observations, including photographic evidence and samples of the children's work to very effectively identify next steps in learning. Individual children's learning journals are extremely well maintained and contain a wealth of evidence that demonstrates their excellent progress toward the early learning goals. Parents and children are encouraged to contribute to records and staff frequently share their journals with them. This leads to very specific learning and development plans for children, ensuring they make excellent progress across all areas of development based on their starting points. Children are eager and confident learners who make excellent progress as their learning is extended by knowledgeable staff. Staff use children's interests to promote their learning, for example staff use a child's interest in role play to develop social skills. Staff offer lots of praise and encouragement to the children, helping to build their self-esteem and confidence.

Children's behaviour is excellent. They are confident, happy and have high esteem because they are sure their needs will be met. Staff encourage cooperative play and are positive role models. Guidelines for behaviour are displayed and include the appropriate behaviour expected by adults as well as children. Children understand simple ground rules, showing respect for each other and cooperatively work together. For example helping to sweep up leaves in the garden area.

Children are offered many opportunities for making choices and decisions. Resources and activities are available for them choose from. They select when to have snack and are encouraged to prepare this for themselves. The layout of the setting supports children to play independently. Free flow between the indoors and outdoors gives greater choice from an excellent range of activities. The outdoor area is well resourced and includes a covered area, allowing outdoor play during poor weather. There is an excellent range of outdoor equipment including a large climbing frame, sand and water, encouraging physical play. There is a planting area where children grew strawberries in the summer.

Makaton signs and printed words are displayed around the setting to encourage letter recognition. Visual timetables are used to support younger children and those with particular needs. A good range of displays and resources depicting positive and inclusive images are displayed around the setting. However this could be developed further to support children to learn about the wider world. Children are given an excellent range of opportunities to mark make, indoors and outdoors, using pencils, chalks, sand and paint. Children enjoy playing in the well-resourced home corner, showing excellent group play. For example, a small group of children have a picnic lunch. Excellent communication between staff and children extends play and develops their vocabulary. Staff ask open questions and encourage the children to take part in sustained thinking, such as at snack time children count the fruit and talk about honey, where it comes from and how it is made.

Excellent routines and procedures that support children's well-being are

implemented effectively by staff in order that children develop very good understanding of personal health and safety issues. Health promotion is very good. Visual prompts are displayed in the toilets reminding children to wash hands. The setting promotes healthy eating and provides healthy snacks. Children provide their own drinks. Lunches and meal times are used to develop a range of skills.

Excellent planning ensures children are very well supported in communicating, numeracy and information communication technology. Children have access to resources and show they are very competent in using the computer and software. The setting's special educational needs coordinator works closely with other agencies to support children in reaching their full potential. Children demonstrate that they are active and independent learners who have developed excellent collaborative skills and problem solving attitudes.

## 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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