

# Bluebell Pre-school

Inspection report for early years provision

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**Unique reference number** EY435932  
**Inspection date** 01/03/2012  
**Inspector** Lynn A Hartigan

**Setting address** Holy Trinity School, Fidders Folley, Forham Heath,  
Colchester, CO3 9UE  
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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Bluebell Pre-School has been registered since 2011. The pre-school operates from purpose built premises within the grounds of Holy Trinity Primary School in Fordham, Essex. The pre-school is registered to care for 20 children at any one time, aged between two-and eight-years-old. There are currently 16 children on roll. The pre-school opens Tuesday and Wednesday 9.15am until 3.15pm and Thursday from 9.15am until 12.15pm during term time.

The pre-school is registered on the Early Years register and the compulsory and voluntary parts of the Childcare Register. There are strategies in place to support children with special educational needs and/or disabilities and children learning English as an additional language.

The pre-school employs seven members of staff, all of whom have appropriate early years qualifications from level two to level six.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare requirements are met to a good standard, they receive good levels of care and attention whilst having fun and making progress.

Staff are vigilant within the pre-school to ensure children are safe and feel safe. Most safeguarding arrangements are good and staff have a sound understanding of how to protect children.

Children happily participate in a range of activities and have opportunity to initiate their own play both indoors and outdoors.

Planning of activities includes some opportunities for children to develop their understanding of diversity and each child is valued for their individuality.

An effective and systematic approach to self-evaluation continues to be developed. Staff positively welcome good partnership working with parents and other carers to assist in monitoring the provision. Thus improving the outcomes for all children.

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

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

- enhance the two-way flow of information with parents to make clear who has legal contact with the child and who has parental responsibility. (Safeguarding and children's welfare)

15/03/2012

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

- update the complaints procedure to include the contact details for Ofsted
- improve the recording of risk assessments for both the indoor and outdoor environment and include a record of fire drills practised.

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

Children are safeguarded from harm, as the safeguarding policy is understood by all staff who have a sound understanding of how to follow and support any concerns they may have with regard to the children's welfare. Good procedures are in place to ensure children are cared for by staff that have completed all required suitability checks.

Daily checks are made of the premises and staff are committed to ensure children are safe at all times. However, risk assessments of the indoor and outdoor environment do not highlight potential hazards and how they are addressed. In addition, records of fire evacuations are not recorded. Good staff ratios ensure children are supervised well whilst they play. The pre-school is welcoming to both children and their family and provides children with good quality resources and equipment that are appropriate for the children attending. Sufficient challenge is offered to children as a result of a wide range of activities, play opportunities and resources in place.

Many opportunities are available to parents and carers to contribute to the decisions made within the setting that affect their children. For example, staff visit the children within their own home before they join the pre-school. They meet their key worker and parents or carers are able to discuss their child's individual needs in a relaxed atmosphere. Useful information about each child's unique needs is recorded. However, who has legal parental responsibility is not established and therefore children's safety may be compromised.

Policies and procedures are made available to parents. Newsletters and daily information is recorded on notice boards to ensure parents are offered information in many forms. Staff are very friendly and approachable and they encourage parents to freely access their children's development records and contribute to their learning. As a result parents comments are very positive expressing that they are very happy with every aspect of care offered to their children. A complaints policy for parents is in place but should be reviewed and updated to ensure parents are given accurate information.

The manager and her staff team are committed to ensure every child's individual needs are supported. They have good strategies in place to share information with the parents and other agencies involved with the children. This ensures the outcomes for all children are good and that they progress well to meet their full potential.

The pre-school has established positive relationships with the local primary school and children are able to meet their teacher and visit the school regularly. Pre-school children are able to use the school facilities and also enjoy packed lunches

or school dinner, when they attend lunch club. As a result children's transition into school is a positive experience.

The manager demonstrated a good understanding of the importance of continued improvement. A self-evaluation process is developing. The staff are able to highlight areas for improvement to improve the children's time at the setting. For example, development of the outdoor environment to include a wooden playhouse and ensuring appropriate paperwork is more easily accessible for parents, has been acknowledged as an area to improve.

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

Qualified and informed staff have a good understanding of how children learn and how they develop in Early Years Foundation Stage. They have the appropriate skills to ensure children develop well and make good progress. Parents are positively encouraged to contribute to the initial assessment of their child during the meeting at home. This provides essential information, such as the children's individual routines, likes and dislikes. Observations made by staff inform future planning. Staff are intuitive of the children in their care and are confident when documenting the children's next steps in learning.

The organisation of the playroom enables children to freely access a reasonable selection of resources to support their interests in all six areas of learning. For example, defined areas such as a well stocked home corner where children role play and use their imagination is well used. This becomes a Chinese restaurant during Chinese New Year. The provision of Chinese dolls, play noodles, woks and chopsticks encourage children to think about differences. A cosy book area is well stocked and children are interested in books, rhymes and stories. Some dressing up for 'World Book Day' sitting comfortably whilst enjoying their favourite stories. Children can access resources such as crayons, pencils, paints and as these are readily available to encourage mark making skills.

Children develop skills for the future as they have opportunities to use technology, such as a computer. Children have immense fun learning about their environment. They show sustained levels of interest when digging the mud to find worms. They are delighted with their collection of bugs and proudly show their friends. Some squeal with delight when they find hidden treasure. Children relish their time outdoors and have opportunities to run and play football on the school field. They giggle and have great fun rolling down the grassy hill. The provision of appropriate clothing and Wellington boots ensure children are able to use the outdoor play space throughout the year. Enjoying the snow, making snowballs and snowmen. Staff ensure all children can experience snow. For example, snow is bought indoors in trays for those who choose not to play in the garden.

Children's behaviour is good as staff are good role models and gently remind children to share toys and be kind to one another. Children are encouraged to become independent and take care of their own personal needs and learn the importance of staying healthy. For example, they can independently access the bathroom, however staff are on hand to assist if needed and remind children to

wash. Nutritious snacks are offered daily. Children are able to decide when they are ready for snack as a rolling snack is offered. They skilfully pour their own milk or water and enjoy oranges, apples and rice cakes. Fresh air and exercise is supported when children play outdoors.

## 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	3
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	2
The extent to which children develop skills for the future	3

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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