

West Horndon Under Fives Pre-School

Inspection report for early years provision

Unique reference number	204131
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Inspector	Lynn A Hartigan
Setting address	East & West Horndon Village Hall, Thorndon Avenue, West Horndon, Brentwood, Essex, CM13 3TX
Telephone number	07787 853727
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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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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

West Horndon Under 5's Pre-School has been registered since 1980. The pre-school operates from East and West Horndon village hall in West Horndon, Essex. There is an enclosed garden available for outdoor play.

The pre-school is registered to care for 26 children at any one time, aged between two and five years. There are currently 23 children on roll. The pre-school opens during term time on Monday to Thursday from 9.30am until 12pm and Wednesday and Thursday afternoon from 1pm until 3.30pm. The provision is registered on the Early Years Register. There are strategies in place to support children with special educational needs and/or disabilities and children with English as an additional language.

The pre-school employs five members of staff, including the manager, of whom four have appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children experience good levels of care and have fun whilst making progress in their learning and development. Overall, children participate in a range of well planned activities whilst also being positively encouraged to initiate their own play with the resources available. Safeguarding arrangements are clear. Staff have a sound understanding of how to protect children and are vigilant within the setting to ensure children feel safe. Good opportunities are available for children to develop their understanding of diversity and inclusive practice is promoted. Effective systems have been established to enable staff to monitor and evaluate the provision and partnership working with parents assists in this process to ensure continuous improvement.

What steps need to be taken to improve provision further?

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

- develop opportunities for younger children to explore and experiment with natural materials
- enhance the organisation of resources and materials to support children in making choices, in order to promote their independence.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded as good systems are in place to ensure they are cared for by staff that have completed all required suitability checks. Written policies provide clear guidance and a good awareness among the staff ensures

children's well-being is protected at all times. Staff attend safeguarding training when possible to ensure they keep up-to-date with current practices regarding child protection issues. Children display a good awareness of safety issues and how to keep themselves safe. For example, using their 'walking legs' when moving about indoors to avoid bumping into one another. Completion of risk assessments ensures potential hazards are identified and can be promptly addressed. Furniture and equipment is of good quality and appropriate for children attending. Good staff ratios and supervision by staff enables children to play and learn within a safe and secure environment.

The dedicated staff team have created defined play areas within the large hall and the pre-school is welcoming for both children and their families. The provision of toys and resources offer some exciting challenges for children and meet their changing interests. However, due to the nature of the premises access to resources are limited and as a result opportunities for children to make independent choices within their play are restricted. Children can access some resources independently to ensure spontaneous play and learning and staff happily support children's requests for equipment. Staff have also started to develop a picture book to enhance children's opportunities to make independent choices.

The pre-school supervisor is successful in motivating her team of staff to strive for high quality care and learning. The morale of the staff is good and they all have high expectations of the service they provide. New ideas and suggestions made by staff and parents are welcomed to ensure continued improvement for the pre-school. For example, suggestions for an extension to the garden, sun shade and the provision of soft play flooring has been successfully implemented. As a result children's time in the outdoor environment is enhanced. A systematic approach to evaluation and planning for future development has now developed and takes into account all staff, parents and children's views. Staff training is encouraged and supported by the committee to ensure staff have the opportunity to build on their existing knowledge.

Pre-school staff show a positive commitment to working in partnership with others. For example, very good links have been established with the Area Special Educational Needs Coordinator who regularly visits the setting to support staff and children. Links have been made with the local primary school and the children are invited to attend special assemblies. Children who may attend other settings delivering the Early Years Foundation Stage are visited by staff from the pre-school to ensure good communication between settings and continuity of care for children. Staff are committed to ensure every child and their family are valued and welcomed within the setting and value children's unique backgrounds. Traditional days and cultural festivals are acknowledged within the planning. Some very good resources depicting diversity are available to the children. Staff endeavour to establish good partnerships with parents and carers. Parents are positively welcomed into the setting. For example, sessions for them to attend and encourage their children's creativity by making Easter bonnets are arranged and an active parent fundraising group is effective.

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

All staff demonstrate a good understanding of how children learn, as a result children's progress is promoted to a good standard. Communication with parents and carers ensures staff know the children well and can provide continuity of care whilst effectively supporting children's individual needs. Children have clearly formed close and trusting relationships with the staff who are intuitive of the children in their care. Observations are documented within each child's file and supported with photographic evidence. Parents are invited to view the learning journals and comment with regard to their child's development. Parents are encouraged to support their children's learning at home. For example, when using phonics, children are invited to bring items from home that start with the same letter as their name. Children's next steps of learning are documented and these contribute to the future planning of activities.

Organisation of the hall enables children to freely access a selection of resources that provide good opportunities for challenge. Restrictions imposed with regard to the premises mean that creative play and the use of different malleable materials are limited to the outdoor play area. Here children regularly enjoy sand and water play. Some provision for younger children to enjoy sensory play, treasure baskets and natural materials are planned but are limited. Therefore opportunities to explore and discover for themselves are not maximised. A very cosy book area is used well and children enjoy stories and enjoy cuddling up to the staff who read stories on request. Children are beginning to understand that text has meaning and enjoy re-telling a story to their friends. A selection of favourite stories are also provided in dual languages and parents are welcomed into the setting to read stories in their home language.

Drapes and dens using large boxes and blankets enable children to loose themselves in imaginary games. Children enjoy mark making and have different opportunities available to them. For example, easels with paints, water and brushes outdoors and writing utensils. Older children make good attempts at writing their names and messages in the mother's day cards that they make. Favourite number songs re-enforce children's understanding of mathematics. Children are able to count and complete simple sums. They are familiar with number sequences as these are displayed within the hall and garden. They confidently match the numbered bikes to the parking bays and have great fun, giggling whilst throwing bean bags on appropriate numbers outdoors.

Children are praised for their efforts and are consistently good at waiting and taking turns. Staff are good role models and promote positive behaviour. As a result children's behaviour is good. Children are beginning to understand about the wider world through topic work and celebrations acknowledged within the planning. Each child's unique background is celebrated and children learning English as an additional language are supported well.

Staff use real life situations to educate children how to stay safe. Children participate in fire evacuation drills and are familiar with the routine. Children

benefit from healthy snacks and are encouraged to pour their own drinks and independently take responsibility for some aspects of the snack preparation. They have immense fun visiting the local cafe to purchase a hot chocolate drink. Their confidence, communication and number skills are supported as they are encouraged to order and pay for their own drinks. Opportunities for children to play outdoors ensure they have sufficient time for fresh air and exercise. Children have a good understanding of how to stay healthy. For example, they manage their own personal needs well and understand the importance of washing hands. Visitors to the pre-school such as the local police officer and lollipop lady re-enforce children's learning about road safety.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

Outcomes for children in the Early Years Foundation Stage	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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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