

# Ardleigh Pre-School

Inspection report for early years provision

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**Inspection date** 17/04/2012  
**Inspector** Lynn Hughes

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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**

Ardleigh Pre-school was registered in 2011 and is run by an incorporated company. It operates from a village hall in Ardleigh, Essex. An enclosed outdoor area provides an area for outdoor activities. The pre-school is open from 9.15am to 12.15pm five days a week and from 12.15pm to 3.15pm on Mondays, term time only.

A maximum of 24 children under five years may attend the pre-school at any one time, of whom all may be in the early years age range. There are currently 27 children on roll. This provision is registered by Ofsted on the Early Years Register.

The pre-school employs eight members of staff. Of whom four, including the manager, hold appropriate early years qualifications to at least level two.

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

Overall the quality of the provision is good.

Children's welfare, learning and development needs are effectively met through the setting's clear policies and procedures. Staff understand the needs of the children in their key person groups and follow their interests and learning styles when planning appropriate activities. Overall, children enjoy participating in a variety of planned and free play opportunities, both indoors and outdoors. Staff, parents and committee members are involved in reviewing and evaluating the provision to ensure that it maintains continuous improvements. The setting has excellent links with parents and other early years settings and effectively promotes the smooth transition between pre-school and school.

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

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

- review the organisation and planning of the outdoor learning environment to provide children with further opportunities to initiate their own play and follow their own interests.

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

Children are protected from harm as the setting has clear and consistent safeguarding procedures in place. Staff demonstrate a secure knowledge of their responsibilities with regards to recognising signs of abuse and referring concerns to the appropriate authorities. They are pro-active in ensuring that their safeguarding knowledge is up-to-date. All adults connected with the provision hold current Criminal Record Bureau checks and the setting has firm policies which only allow suitable staff to support children's personal care needs. Children play and

learn in safe and secure premises and staff effectively risk assess all outings and trips.

This provision has been operating for over thirty years and underwent a change of registration last year to become an incorporated company. Since then they have worked closely with development officers from the local authority to review and update all of their policies and working practices. The staff team and management are committed to providing good quality early years provision and strive for improvements through every aspect of their setting. Reflective practice enables staff to review and evaluate the activities, presentation of the resources and general working practices in order for them to make necessary changes and improvements.

The setting operates from a village hall which is shared with a number of other users. Resources have to be set out and put away again each day. Staff present an interesting range of equipment at children's height. They further promote children's opportunities to make choices and decisions by displaying a photograph album full of photos of all of the additional equipment stored in the cupboard. Therefore providing children with the opportunity to request further resources which are not presented on a particular day. Staff support children well by sitting with them, chatting to them and encouraging them to ask questions and explore the environment. Staff provide a fully inclusive provision by getting to know the children and families well. They adapt the environment and activities to meet children's individual needs. Children learn about other people's different requirements and cultures through the celebration of festivals and special occasions.

The information provided for parents is extremely clear and very effective, ensuring that parents are fully informed about the provision, the way in which their children are learning and the working practices of the setting. They can access this information through a number of avenues, for example, the setting has an effective website which contains all of the policies, newsletters and relevant information. Staff work very well with other agencies and have very effective links with other early years settings, local schools and childminders. Children attending more than one early years setting significantly benefit from the highly effective partnership working between the pre-school and other local provisions.

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

Well-organised practices ensure that children attending this pre-school have their learning, development and welfare needs effectively met. Children are busy and fully engaged throughout the session. They are keen and active learners who enjoy the interaction they receive from the adults caring for them. Children have opportunities to guide their own play as well as participating in planned, adult-led activities. Staff set the pre-school hall out well, providing an area at one end for larger scale play equipment and physical play resources. An area is also set aside for younger children enabling them to explore interest baskets and a good selection of natural materials. Children excitedly participate in cooking activities,

for example, making pizzas, cakes and biscuits. Children develop their knowledge of the wider community when they go for walks in the village, make use of local shops and attend events at the local primary school. Visitors to the setting extend children's learning, for example, as they are provided with opportunities to hold snakes, large spiders and other wild creatures. The setting's system for observing children's learning and plotting their development enables staff to assess their achievements and to plan for children's next steps in learning.

Children enjoy a healthy mid session snack. They sit together in a large group and share conversations with staff who sit with them. The snack process enables children to develop independence skills as they collect their plates and cups before they sit down and pour their own milk or water to drink. They understand the importance of hand washing and following good hygiene practices as staff gently remind them. Children have some opportunities to play outdoors when they are taken on to the adjacent field or the enclosed play area. At present, however, this area is not freely accessible. The system currently in place means that the whole group of children and staff have to participate in outdoor play at the same time. Therefore whilst children are experiencing fresh air and exercise, this inhibits their ability to make choices about whether they want to play and learn indoors or outdoors. Children behave in ways which show that they feel safe and secure. They move confidently around the setting and form close friendships with their peers. Their interaction with the adults caring for them is good. Children develop a secure understanding of keeping safe, for example, they understand road safety as staff promote this when they take children for walks in the local village.

Children are very confident. Their self-esteem is actively promoted by staff who offer them constant praise and encouragement. Throughout the session staff make notes of good behaviour or special achievements on post-it notes. These are placed on a display stand and given to the children at the end of each session to take home and share with their families. Children are encouraged to bring items from home to talk about during the mid session snack. This enables them to share home experiences and items which are special to them. The pre-school bear travels home with children each week, enabling their families to be involved in sharing information about activities the bear and their children have been involved in. The exciting range of planned and freely chosen activities enable children to extend and develop essential 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	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	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	2
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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	2

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