

The Village Pre-School

Village Hall, High Road, North Weald, EPPING, Essex, CM16 6BU

Inspection date

Previous inspection date

02/10/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- The environment is very child centred, enabling children to move about freely to be active learners and develop independence.
- Staff use what they know about the children to plan individual learning experiences for them and offer tailored support.
- The children enjoy activities and experiences which introduce them to the local area and develop a strong sense of community involvement.
- The leadership and management of the setting is very effective and the high quality of their organisation ensures children are safe and well cared for.
- By being open to new ideas, forward-looking and proactive, the setting ensures children are challenged and stimulated to enjoy their time at the setting and make good progress.

It is not yet outstanding because

- In children's development profiles, next steps lack sufficient detail about what needs to be done to enable parents to be involved in continuing learning at home.
- The outside area lacks visual stimulation and specific resources, such as text and posters, consequently limiting learning opportunities for children in some areas, such as knowledge of the world, literacy and mathematics.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spoke to the manager, staff, children and parents.
- The inspector looked at planning documents, the development plan, children's records and photographs of activities undertaken.
- The inspector spent time observing children in the main play space and in the garden area.
- The inspector checked records of staff suitability, qualifications and checks.

Inspector

Sarah Williams

Full Report

Information about the setting

The Village Pre-School first registered in 2001 and re-registered in 2012. The pre-school operates from the village hall in North Weald, Essex. There are currently 23 children on roll. The setting opens each weekday morning from 9.15am until 12.15pm during term time. The setting is registered by Ofsted on the Early Years register and the compulsory and voluntary parts of the Childcare Register. The setting receives funding for the provision of free early education for children aged three and four years. Support is in place

for 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.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- improve the next steps in learning by adding more specific details about what children need to do next so that parents know how they can help their child continue to learn at home
- review organisation of the outside play area, so that it offers children opportunities across all areas of learning, by providing stimulating visual resources and equipment to encourage exploration and investigation of the environment.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children show genuine enthusiasm and eagerness to engage with the activities and equipment, ensuring they make good progress during their time at the setting. The staff are skilled in setting out the indoor environment with low level, easily accessed activities, many based on children's choices and ideas. For example, a flat container with sawdust and construction vehicles leads children to explore and play at being a builder. A pop-up castle encourages imaginative play, whilst the cosy and inviting book area allows children to have a quiet time looking at books or sharing a story with a staff member. The outside area is used largely for physical play which all children enjoy, using the wheeled toys to perfect and refine their movement skills on the sloping surface. There is also a slide and two play houses. However, enhancements such as posters, text and labelling, and further resources to engage children's curiosity in their surroundings are needed to make the most of opportunities across all areas of learning.

Children have props and equipment to encourage early mark making, and pre-writing skills. They use chalks in the outside area, and have clipboards and pens to enrich role play in the themed home corner. A table dedicated to writing, drawing, sticking and creating pictures and cards is well resourced with suitable tools and is popular with children as they freely choose what they wish to do. Scissors are used under supervision only as the age of most children currently attending is quite low. They know where to place their finished items, such as a pretty butterfly collage, to be taken home later. They understand that these are valued as some are displayed or placed in their Learning Journeys to be shared with their families. The craft area gives further scope for using tools and includes cooking and food preparation on a regular basis. Children make themselves a sandwich to be eaten at snack time, learning how to spread and cut, and reinforcing their

understanding of the shape of the week, a triangle.

The planning is soundly based on the seven areas of learning as set out in the statutory framework for the Early Years Foundation Stage, and Development Matters. Staff use their knowledge of individual children to plan activities and experiences which will challenge and enthuse children and help them make good progress. For example, a child who needs help with his social and emotional development is supported to sit at the snack table and enjoy time with his peers. A child who is shy is helped to make friends by being paired with a confident child who is happy to take her under his wing. Children who have English as an additional language are very well supported as three staff at the setting are trained as Special Educational Needs Coordinators (SENCO) and understand how to ensure inclusion for all children. Visual prompts are also helpful to parents who do not routinely speak English, to help them understand what their child will be doing at pre-school.

Before children attend, staff seek information from parents in regard to their child's likes and dislikes, any medical or health needs and individual family circumstances. This enables a tailored programme of care and education to be developed. The children's progress and achievements are observed and recorded with numerous annotated photographs in a Learning Journey, clearly showing what children can do. The Learning Journey also contains next steps in learning, to show what children need to do next. However, these are in some cases brief notes only, and lack specific detail about exactly what children need to do to move on. This means that parents are not always clear about how they can continue the learning and help their child at home. Parents have access to the children's development records at any time, although in practice not all choose to look at them. They have a daily informal chat at the start and end of sessions and if needed can make an appointment to discuss any concerns they may have regarding their child. More formal meetings are arranged periodically when key persons talk directly to parents and provide a progress report. A two-year-old check is planned for all children in this age group, and will be shared with parents in order to assess their development and ensure any support required is put into place.

The transition into formal schooling is well thought through with visits to the school and a book of photographs that children can look at. Reception teachers visit the school in the term prior to children leaving so staff can have conversations with children about what they can expect, and allay any anxieties they may have.

The contribution of the early years provision to the well-being of children

The setting has a well established key person system, and this, together with the high ratio of staff to children, ensures that children are supported and enabled to take full advantage of their time at the setting. Children feel secure and confident to move around the setting, both indoors and outside, developing their independence and forming a strong basis for their future learning. Children's sense of belonging is further enhanced by the optional wearing of a sweatshirt or polo shirt which matches the staff's uniform and carries the pre-school's logo. Children understand the routines and respond to the various different parts of the session, such as snack time, circle time and when they wish to play

outside. Children form strong bonds with staff and with one another. Even the youngest children are able to approach staff to have their needs met, and listen when they are being spoken to. At circle time, children sit in concentration as the items they have brought from home, linked with the week's theme of the colour purple, are shown and discussed with the group.

Children enjoy a relaxed and social snack time, sitting down with their friends for milk and a nutritious snack of fruit or a sandwich they have made themselves. They are starting to learn to wait to be dismissed from the table, and clear their own plates and cups. Children's self-care is sensitively managed and they are supported as required. Staff discuss arrangements, such as potty training, with parents and work together to help children achieve independence. Similarly, with dressing for the outside, children are helped to put on their coats and boots and praised for their efforts.

The setting is very secure and safe. The main doors are locked shut and the outside area is completely enclosed. Staff carry out routine risk assessments daily, and engage in fire drills so children know what to do in the event of an emergency. On trips to local places of interest, such as the library and post office, a high staff ratio is maintained and children can safely walk holding staff's hands. For trips that are further afield, parents give consent for children to travel in cars, enabling them to enjoy outings and experience new places, such as a farm, fire station or local airfield. The children develop a sense of their local community and the people who help them when the police visit the setting. The day is recorded in photographs so parents and children can recall and talk about their exciting experience.

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

The strong and effective leadership of the setting provides children with a well thought out session led by the dedicated and enthusiastic staff team. Staff are all vetted and checked for suitability to be in contact with children, and there is a strong emphasis on training to raise the overall level of qualification and maintain high standards. An action plan successfully highlights areas for development, currently the focus is on upgrading the outside play area to provide all year round availability for children. Imaginative plans will improve children's access and enable a full range of play and learning to be promoted through a free flow style session.

Partnership working effectively supports children with identified additional needs. Where external professional input is needed this is put into place. Close liaison with parents ensures staff are fully informed and able to provide children with tailored programmes, which are regularly reviewed. The ethos of inclusion ensures that no child is disadvantaged and all are able to maximise their potential for learning and development within a stimulating environment.

Parents can be reassured that the setting's attention to safeguarding matters protects their children from harm or abuse. Any suspicions are referred to and dealt with by the appropriate authorities and children supported to maintain stability and continuity in times

of family crisis or stress. Training is updated to ensure staff are aware of the latest legislation and trends in all childcare-related matters. The various notice boards and information folders provide a wealth of detail for parents, carers and grandparents concerning local and national services and facilities.

The management and staff are forward-looking and embrace changes and developments wholeheartedly, keeping the setting dynamic and lively. They take on board parents' views and opinions, as well as children's ideas and feelings about the sessions, and introduce changes where these are possible and will benefit children. For example, some parents expressed an interest in extended opening hours or a lunch club so this is being looked into. Children leave with happy memories of positive experiences and great motivation as they take the next step in their learning careers.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.

Not Met

The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY446990
Local authority	Essex
Inspection number	789956
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	1 - 17
Total number of places	34
Number of children on roll	23
Name of provider	Wendy Ann Wise
Date of previous inspection	Not applicable
Telephone number	07786062238

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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