

Runwell Village Preschool

Runwell Village Hall, Church End Lane, WICKFORD, Essex, SS11 7JE

Inspection date

Previous inspection date

20/09/2012

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

- Partnership with parents, external agencies and other providers are well established and make a strong contribution to meeting children's needs.
- Staff are good role models. They are deployed well, use consistently applied strategies and provide a clear guidance for children about what is acceptable behaviour.
- The key person system supports engagement with all parents. Home visits enable parents to contribute to initial assessments of children's starting points on entry and they are kept well informed about their children's progress.
- Staff are sensitive to the children's thinking and learning when deciding when to interact and when to value the child's independent play.

It is not yet outstanding because

- the staff's ability to formally assess children's learning is not consistently used to inform planning. This may occasionally result in learning experiences that do not have sufficient challenge and are not fully matched to children's needs
- the organisation of the creative/art area does not provide children with resources to support their ability to self-select a piece of equipment they might need for the task ahead
- opportunities for children to access a full range of books in the book corner are limited and do not always match the needs and interests of all children attending.

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 took a tour of the premises led by the manager.
- The inspector observed the activities in the main hall and the outside learning environment.
- The inspector held meetings with the manager of the provision.
 - The inspector looked at children's learning journals, planning documentation, evidence of suitability of practitioners working within the setting, the provider's self-evaluation documentation and a range of other documentation.
- The inspector also took account of the views of parents during their coffee morning on the day of the inspection.

Inspector

Tina Mason

Full Report

Information about the setting

Runwell Village Pre-school first registered in 1968 and re-registered in 2012. It operates from a large hall and smaller room within the village hall in Runwell, near Wickford, in

Essex. The pre-school serves the local area and has strong links with the local schools and the children's centre. The pre-school is accessible to all, including wheelchair users and there are two enclosed areas available for outdoor play.

The pre-school opens Tuesday to Friday term time only. Sessions are from 9am until 12pm with a lunch club operating on Tuesday, Thursday and Friday, from 12pm to 1pm. In addition, there is an afternoon session each Tuesday and Thursday from 1pm until 4pm. Children attend for a variety of sessions. The pre-school is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently 56 children on roll aged from two years to under five years. The pre-school is funded to provide free early education for children aged three- and four-years-old. It supports children with special educational needs and/or disabilities.

The pre-school employs 11 childcare staff, three kitchen assistants and one administrative assistant. Five staff hold a relevant early years qualification at level 3 and one holds an early years qualification at level 2. In addition, three members of staff are currently training towards an early years qualification at level 3. The pre-school is supported by the local authority and Pre-school Learning Alliance.

What the setting needs to do to improve further

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

- improve the identification of children's next steps in all areas of learning so that it is consistent throughout the pre-school in order that children are supported to make good progress towards the early learning goals
- extend the daily opportunities for children to share and enjoy a wide selection of fiction and non-fiction books, rhymes and stories linked to their interest to support children's literacy skills
- provide children with further opportunities to access a wide range of resources independently within the creative area to enable them to freely explore and use a range of media and materials.

Inspection judgements

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

Children make good progress in their learning and development as staff have a thorough understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage. Staff obtain information about children's starting points in their learning and development from parents during home visits, that have recently been established,

and then make their own assessments from the observations undertaken during activities. Staff plan suitable activities each week based on their observations of the children's interests. Written observations are clear and informative about children's achievements. However, systems to ensure that all staff consistently use these assessments to promote the next steps for children's learning are not yet fully in place. The large hall is set up into different learning areas. For example, there is a role play area/home corner, small world area, maths table, mark making/writing table, malleable table and creative area. Children are afforded opportunities to choose what they would like to play with from the activities set out through the weekly planning. On the whole children are provided with a good selection of activities, where they can take the lead in their own play and choose from an assortment of resources. For example, at the writing table they are able to choose from different types of media they would like to make marks with, such as pens, pencils, crayons or chalks. They also have access to a 'discovery trolley' where the children can acquire basic skills in turning on and operating ICT equipment and develop investigative skills. For example, children are able to use binoculars, cameras, torches, bird books, magnets, walkie-talkies and a metal detector. The creative area enables children to use their imagination in creating their own masterpieces, painting and models. However, this is currently very prescriptive and does not provide children with a range of stimulating open-ended materials, which they can use and combine in their own way to meet their own purposes.

Children work well together, share resources and demonstrate that they can work independently. The wide range of resources available provides activities which stimulate the children and help them to develop their communication, literacy, numeracy, and information and communication technology skills well. The children know and understand the daily routines and cooperate well with each other and the staff. Staff interaction with children is very skilful and helps them to develop their personal and social skills. Children develop their speaking skills through sustained conversations about real or imaginary events, and through interactive story times. For example, the use of story sacks enables children to interact with stories being told. Reading and mark making happen both inside and outside and staff read to the children every day. Books are included in displays and are available as extra resources related to differing areas of learning. For example, alongside the trains and train track set up in the small world area, a selection of books are made available on trains to encourage the children to look at the books, make comparisons, explore text and generate discussion around trains. However these are the only books available in the book corner and do not match the needs and interest of all the children attending. Children enjoy singing songs at circle time and engage well in imaginative play as they 'chat' on the phone in the home corner.

Children make good use of the outdoor environment, they have free access to this on a daily basis. Activities provided in the outdoor environment are carefully planned for through the weekly planning. Children enjoy using large blocks in the garden to make simple structures, they cooperate and work very well together in building the blocks up and in making a walkway, which enables them to walk along the top of the blocks and safely jump off the end. They enjoy experimenting with paints as they mix the colours together and they enjoy playing with the play dough, using a range of materials, small tools and their hands to squash, squeeze, roll out and cut the dough. Children are provided with a very good range of activities and resources with which to promote their

ability to problem-solve and develop numeracy skills. For example, children have opportunities for cooking, enabling them to look at measurement and different weights, textures and the science of a liquid turning into a solid form. They complete increasingly complex puzzles with and without adult support and successfully cooperate and negotiate to maintain harmonious play with their friends, as they initiate role play. They have access to everyday technology in the role play area, such as cash registers, telephones and play cookers. Children enjoy and achieve as they competently build and construct to make a railway track, which they share with friends.

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

The successful implementation of the key person system and the effective deployment of practitioners ensure that all children form secure emotional attachments. This provides a strong base for children developing independence and exploration and for all children developing skills for future learning. All children, from the youngest, settle really well into the setting and show an extremely strong sense of belonging. For example, children enjoy helping the staff at snack time where they take it in turns to hand out the cups and plates. They are also able to self-register as they take their name card and place it on the board to say they are present. Staff are good role models. They are deployed well, use consistently applied strategies and provide a clear guidance for children about what is acceptable behaviour. They encourage polite interactions, as a result, children are courteous, and most share with their friends and understand simple behaviour expectations, such as turn taking and not to run indoors.

Good quality toys and resources meet most of the children's needs and enables them to become very confident learners through hands-on experiences. The manager and staff are clearly committed to developing the setting and provide children with an exciting and stimulating environment. The outside area provides good opportunities for children to develop physical skills and explore and develop their knowledge and understanding of the world.

Healthy lifestyles are promoted very well through the effective use of both the indoor and outdoor areas. Children have access to the outside on a daily basis, whatever the weather. They enjoy the freedom of being able to choose when they want to play outside in the fresh air and when they want to play inside. Children develop very good self-care skills, as they help to prepare their own snack and are able to pour out their own drinks at snack time. Children make healthy choices from the snacks available. Staff encourage good hygiene practice among the children and ensure they wash their hands after using the toilet and before snack time. Younger children are afforded good amounts of privacy when having their nappy changed.

Children demonstrate a very good awareness of safe behaviour as they move around the setting, with gentle reminders from the staff to walk inside and look where they are going. A book, made by the pre-school, which is full of photographs of the children acting out different routines and rules, is freely available for children and is used by staff to reinforce these factors to the children. Children's understanding of safety is further enhanced

through the visitors that come to the setting. For example, fire fighters and police officers visit and talk to the children about safety and keeping safe.

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

Partnership with parents, external agencies and other providers are well established and make a strong contribution to meeting children's needs. Staff work in partnership with parents to enable children's individual needs to be clearly identified and well supported. Newsletters and the notice board keep the parents up to date on what is going on and keeps parents well informed about how the setting operates. An open door policy allows parents to have access to their child's file at any time, and children's individual learning journeys record children's progress and development. Parents speak very positively about the care and education which their child receives. The manager has developed close relationships with other settings, agencies and the local authority, and shares her expertise with her staff, supporting and extending their understanding and knowledge of the Early Years Foundation Stage.

Robust vetting and safeguarding procedures are in place, which keep children safe and secure both inside and outside the setting. The enthusiasm and knowledge of senior staff ensure that all aspects of provision are led well. Strong leadership and management, together with good provision, results in children making good progress in their learning and development. The required policies are in place and regularly reviewed. Induction procedures for new staff are clear and comprehensive, and ensure only suitable staff are employed. Yearly staff appraisals, monthly supervision sessions and regular staff meetings identify training needs and ongoing development for staff, which are given high priority and appropriately addressed. Frequent and thorough risk assessments of all aspects of the provision are completed. Ongoing reviews and updating of policies and practices, such as, staff use of mobile phones and photographic equipment, ensure that children are protected and safeguarded. Well-maintained procedures and systems are in place to record children's details, including medical needs and accidents. These are securely stored to promote confidentiality.

Thorough self-evaluation ensures future priorities are well targeted to promote positive outcomes for children. For example, the implementation of the revised Statutory Framework for the Early Years Foundation Stage is a priority this term to ensure all staff are up to date with the changes and they can improve outcomes for children as a result. The setting provides an inclusive service for children and their families. Children are not stereotyped and staff are aware of the differing learning styles of girls and boys. The pre-school works well with other professionals and local schools to support children's learning and ensure smooth transitions.

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	EY445639
Local authority	Essex
Inspection number	785570
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	30
Number of children on roll	56
Name of provider	Runwell Village Pre-School
Date of previous inspection	Not applicable
Telephone number	01268768748

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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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