

Glitterbugs Preschool

Bishops Hall Park Community Centre, Elizabeth Road, Pilgrims Hatch, Brentwood, Essex, CM15 9NP

Inspection date

11/09/2012

Previous inspection date

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

- Staff demonstrate very good knowledge of the children in their key worker groups. Every practitioner ensures that children's welfare and learning needs are effectively met in line with their individual stages of development and learning styles.
- Children are actively engaged in a good range of freely chosen play opportunities. Their knowledge is enhanced through effectively planned adult-led experiences, which enable them to be further challenged.
- The effective system for monitoring practitioners' on-going professional development ensures that managers are able to fully support all staff. This ensures that any gaps in practitioners' knowledge are filled through external or in-house training.
- Effective monitoring and reviewing of all children's development records ensures that managers have a clear evaluation of every key person's role in identifying children's next steps in learning.

It is not yet outstanding because

- Systems for developing effective partnerships have not yet been fully embedded to skilfully support children's transitions to other settings and to school.

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.

Inspection activities

- The inspector observed activities in the main hall, the small hall and the garden.
The inspector held meetings with the manager and deputy of the provision, the appointed person for equality and diversity and the designated person for two year old children.
- The inspector looked at a sample of children's assessment records, planning, children's details, evidence of suitability checks, accident records and a range of other documentation.
- The inspector spoke to a number of parents at the end of the session to seek their views on the provision.

Inspector

Lynn Hughes

Full Report

Information about the setting

Glitterbugs Preschool, operated by a registered charitable committee, originally opened in 1977 before changing ownership in 2012. It operates from a large community building situated in Brentwood, Essex, where all children share access to an enclosed outdoor play area. There is suitable disabled access and facilities within the building.

The pre-school is registered by Ofsted on the Early Years Register. There are currently 60 children aged from two years to five years on roll. Children aged two, three and four years receive funding for early years education and the pre-school serves the local community and surrounding areas, with children attending for a variety of sessions. The pre-school supports children who have special educational needs and/or disabilities and children who have English as an additional language.

The pre-school opens term time only from 9.30am until 12.15pm and from 12.45pm until 3.45pm on Mondays, from 9.30am until 2.30pm on Tuesdays and Thursdays and from 9.30am until 12.30pm on Wednesdays and Fridays. There are a total of 13 staff including the manager and deputy. Twelve staff are qualified, seven of which are qualified to National Vocational Qualification (NVQ) Level 3 and above.

What the setting needs to do to improve further

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

- review and further develop opportunities for practitioners to work in partnership with other early years provision where children attend more than one setting. Embed the current systems to aid children's transition to other settings and to school.

Inspection judgements

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

Children are happy and actively engaged in play opportunities which help them to explore learning across the three prime areas and the four specific areas of learning. They are enthusiastic and excited by their time at the pre-school. Practitioners demonstrate secure knowledge of the children in their key worker groups. This knowledge ensures that they know their likes and dislikes, interests and learning styles well. Practitioners use their individual knowledge of the children in their groups to plan effective and stimulating learning opportunities for them.

Children benefit from the careful input of practitioners, who demonstrate a secure knowledge of how to promote the learning and development of children. Managers effectively review every child's development records and 'special books' on a termly basis. This process ensures that all practitioners work in a consistent manner and practice is constantly evaluated.

Clear assessment of children's prior skills, starting points and knowledge on entry to the

pre-school enables practitioners to build a firm picture of what children know and can do. On-going, effective monitoring of their achievements and progress helps key persons to review and identify children's next steps in learning. Key persons work closely with parents to involve them in this process, for example, through regular meetings and verbal discussions at the beginning and end of each session. Parents spoken to at the time of the inspection comment that these meetings help them to understand how to support their children's learning at home.

Children communicate well. They converse with peers and with the adults around them. They are provided with quiet times during the pre-school session to enable them to speak. For example, small groups of children sit together with their key person over the lunchtime period and chat in a calm and relaxed environment, which enables every child to be heard. Practitioners effectively promote children's language and communication skills through skilful questioning. Visual aids are introduced to assist with communication for children who speak English as an additional language or who are non-verbal, however, these are not always displayed, which reduces the effectiveness of these resources. Younger children have fun participating in stories and rhymes by joining in with animal noises. Older children sometimes make up their own story using props they have gathered from the pre-school setting.

The learning environment is well-resourced with extensive play and learning equipment stored in three large storage cupboards. Practitioners present a wide and interesting selection of equipment at children's height each morning. There are some opportunities for children to further guide their own play by asking for other equipment, which they know is stored in cupboards and confident children do this. The recent introduction of large floor trays enables younger children to easily access equipment and materials.

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

Children form very secure attachments to their key person and to other adults as practitioners are well deployed and experienced in making young children feel secure and comfortable. Children's strong self-assurance enables them to develop secure independence skills. They enthusiastically explore their environment, learn to negotiate well with their peers and demonstrate care towards others. For example, older children guide younger ones, they tell them that they need to go with the younger group of children for stories and help them to find their way around the setting.

Children are learning an element of risk in their everyday experiences. For example, they climb on the low tree branches in the garden, supported by staff until they are confident and proficient to do this alone. They understand the pre-school's boundaries and know what is expected of them as skilful staff re-enforce the rules through gentle reminders. Children develop a secure understanding about safety inside and outside as practitioners help them to understand risk and remind them of safety rules. For example, they know to use 'indoor feet' and 'indoor voices' to create an environment in which they do not run around and reduce the noise level within the building. They know that the very extensive

garden gives them good opportunities to run and to keep fit making use of resources, such as, balls, bikes, scooters and hoops.

Children develop good self-care skills. They understand daily routines, such as, hand washing and articulate the importance of these routines. They confidently pick their own lunchbox from the large rack and carry their lunch to their chosen seat. They are supported to open their lunchbox and any packaging by their key-person, who sits with them throughout the lunchtime process. At snack time they make healthy choices from the wide range of foods available to them and remain hydrated at all times by helping themselves to fresh drinking water.

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

Leadership of the provision is clear and comprehensive with a manager, a deputy and a third-in-charge overseeing the day to day organisation of the provision. Management monitor staff performance well through regular staff appraisals and through termly informal discussions. Each key person submits their group of children's progress information, formative and summative assessments to management on a termly basis for review. Management feedback on this process to each member of staff to achieve consistency and to ensure individual planning is appropriately pitched to meet every child's learning and development needs.

Practitioners with key roles within the setting, for example, the Equality named Coordinator (ENCO) and the Special Educational Needs Coordinator (SENCO) work closely with a wide range of professionals to support children and their families. The setting benefits from a close working relationship with local authority development officers and support staff.

Parents are actively encouraged to play a full and meaningful role in their children's progress and care needs through careful and skilful liaison with their children's key-person. Parents are invited to view their children's 'special books' and documentation relating to their progress at set meetings as well as informally at the beginning and end of the session. Transition between the setting and school is generally good, however, not always consistent across all feeder schools. Partnerships with some of the feeder schools are stronger than others. Links with other early years settings where children attend more than one provision are in place, however, do not fully enable staff to work in partnership to share information about children's progress and achievements.

Systems for safeguarding children are robust. All practitioners are provided with opportunities to update their safeguarding knowledge through appropriate training courses and through in-house training events. Management audit staff's understanding of safeguarding children during regular staff meetings and discussions. The environment is made welcoming, secure and effectively organised in order to meet every child's individual needs. Safety takes high priority within this provision and all staff play an active role in

ensuring that the premises are checked for safety each day before children arrive.

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	EY442802
Local authority	Essex

Inspection number	784669
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	38
Number of children on roll	60
Name of provider	Glitterbugs Preschool Limited
Date of previous inspection	Not applicable
Telephone number	07914993960

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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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