

The Red School

Queen's Hall Community Centre, School Green Lane, North Weald, Essex, CM16 6EJ

Inspection date

Previous inspection date

22/10/2012

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

- There are strong partnerships with parents, who have good opportunities to be involved in their child's learning.
- Children are protected well. Staff have good knowledge of safeguarding matters and carry out comprehensive risk assessments to keep children safe.
- Staff use information from assessments to meet individual children's needs effectively.
- Children have strong bonds with their key person that result in children being motivated and content.

It is not yet outstanding because

- There is a lack of environmental print to support children's literacy skills.
- Some resources have restricted accessibility to children which limits their choices.

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 checked planning and children's assessment records.
- The inspector held a meeting with the owner/manager of the nursery.
- The inspector completed a joint observation with the manager of a group session.
- The inspector observed activities in the playroom and the outdoor learning environment.

Inspector

Jennifer Beckles

Full Report

Information about the setting

The Red School registered in 2012 on the Early Years Register. It operates from two rooms in a community centre situated in North Weald, Essex and is privately owned. Children come from the local community and surrounding area. All children have access to a secure enclosed outdoor play area.

The setting employs seven members of staff all of whom hold appropriate early years qualifications. The setting is open Monday to Friday, 9am until 12 noon during term time only. Children attend for a variety of sessions. There are currently 38 attending within the

early years age range. The nursery provides funded early education for two-, three-, and four-year-old children. The setting is a member of the 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:

- provide more environmental print to support children's literacy skills
- provide more low-level accessible resources to support children's independence and choices further

Inspection judgements

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

Staff promote good outcomes for children by devising a rich and challenging educational programme. They interact well with the children and use good teaching strategies to promote their learning. For instance, children learn about patterns and printmaking as they push painted textured rollers across paper. They delight in the messiness of the mud kitchen in the outdoor area and brew 'hot chocolate' for their visitors. Staff allow children time to think as they make links between objects and their own experiences. Staff help children to learn about letter sounds, shapes and numbers by featuring one of each on a weekly basis. They consolidate children's learning by asking children to bring an object from home that relates to any of the weekly features.

There is a good balance between child-led and adult-led activities. Children select their name cards when they arrive for registration; younger ones are supported by adults. They practise emergent writing at the writing table using a good range of tools and materials. However, there is a lack of environmental print in the setting. This means that there are missed opportunities for children to learn about literacy from the environment. Children learn about numbers by, for example, collecting conkers and counting them out. Staff support children as they explore shapes in their environment. Children's learning is enhanced by a range of visitors to the setting, including paramedic staff, a martial arts teacher and local dentists.

As children sit quietly during group time, they learn effective skills that will support them at school. For example, they listen carefully to adults and take time to think and respond to questions. Children are encouraged to take responsibility by tidying up at the end of the session. They develop confidence and speaking skills as they show and talk about items brought in from home.

Children enjoy the challenge of the outdoor environment where much of their learning is consolidated. They park their cars in numbered bays that support number recognition. Staff allow children the freedom to assess small risks for themselves, such as whether they can balance along a plank. As a result, children develop self awareness and confidence. They climb and crawl, push and pull a range of large and small apparatus and equipment as they develop a range of good physical skills.

Staff keep track of children's development through various methods of assessment, including observations and work sampling. They use this information to plan carefully to meet the individual needs of children. Staff have effective progress checks for children between the ages of two and three years that focus on children's strengths and areas for development in communication, language, personal, social and emotional development and physical development.

Parents have good opportunities to be involved in their child's learning. For instance, suggestion sheets are given to parents with ideas of how they can support children's learning in the home. Staff keep parents informed of their child's progress through meetings each term where they review development records and offer observational comments on their child's development and learning. Consequently, parents are instrumental in promoting good outcomes for children.

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

Children are keen, happy learners. They explore their surroundings from the basis of a secure relationship with their key person. The key person is aware of each child's interests and builds this into the provision so that children are happy and motivated to learn. A visual timetable of the snack session helps to remind children of the nursery routine. This helps build familiarity and security.

Children show good signs of independence. Children serve themselves snacks and pour drinks competently. However, there are only a few resources at a time that are accessible to children. This means that children's choices are limited. Children wash their hands at appropriate times without prompting and understand why they must do so. Staff support younger children. Children behave in safe ways. They show understanding of why they should wear aprons when they play in the mud kitchen. Children negotiate space safely in the outdoor area so that they move around with awareness of others.

Children make healthy snack selections, such as fruit and wholemeal bread. Staff have conversations with the children about the benefits of eating well and getting daily fresh air and exercise. Special dietary needs are met by staff. Children use the outdoor area each day in all weather conditions as the outdoor area has a canopy. They practise a good range of physical skills using different equipment.

Staff have good relationships with local schools. Teachers visit the school to get to know the children and invite them to school assemblies or Christmas plays. This helps children to prepare for school effectively. Also, staff have a photograph album of key staff at the

school and of classrooms. They use this to help children to get familiar with people they will meet at school and classrooms they will use.

Staff are calm and positive with the children. They manage their behaviour well because they use various strategies, such as praise to encourage acceptable behaviour and clear explanations of why certain behaviour is not acceptable. Staff also use circle time to talk about feelings, using puppets so that children develop empathy and treat each with respect. As a result, children behave well.

Children learn about other cultures and ways of life through discussion and celebration of significant events. For instance, a parent arrived dressed in an authentic dragon costume to talk to the children about Chinese New Year.

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

Staff are thoroughly assessed for their roles and this helps to keep children safe. Staff have good knowledge around safeguarding matters and all have received training in this area. They protect children from harm by carrying out risk assessments throughout the setting. The manager has updated all policies and procedures to reflect the current requirements and places safety as a high priority.

The manager is very involved in the daily practice of the setting and monitors the educational programme and assessment effectively. She has set herself a target to monitor assessment more closely so that she can ensure a consistently high standard of work from staff. This also enables her to identify any group which is underachieving.

Staff are supervised well and support is offered, where needed. Supervision helps to identify any issues of underperformance which is recorded on supervision records. The manager devises targets and a plan of support to improve performance and outcomes for children. Staff receive annual appraisals that identify their training needs effectively. For instance, a staff member attended a course on caring for children who learn English as an additional language. This led to a visual timetable for snack time and more visual resources to support any children who learn English as an additional language.

Parents play a strong role in their child's learning. This is because staff provide suggestions on ways parents can support their children. Consequently, parents have good opportunities to continue their child's learning at home. There are effective partnerships with others involved in children's care and education. For instance, the Pre-school Learning Alliance offer advice and information. Also, the local authority area Special Educational Needs Coordinator visits the setting to offer support and advice if there are any children with special educational needs and/or disabilities.

The manager has good awareness of the strengths and weaknesses of her provision. She has identified key areas for development, such as refinement of the method for detecting underperformance of any group of children and closer monitoring of assessment. The

setting has good capacity to improve the provision and promote better outcomes for children.

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	EY447052
Local authority	Essex

Inspection number	796492
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	38
Name of provider	Helen Jane Gould
Date of previous inspection	Not applicable
Telephone number	07759816833

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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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