

# Kelvedon & Feering Pre-School

Kelvedon St. Marys C of E Primary School, Docwra Road, Kelvedon, COLCHESTER, CO5 9DS

<b>Inspection date</b>	02/10/2012
Previous inspection date	25/02/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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

- Children are extremely well prepared for their next steps in learning and as a result transitions within the setting and into school are smooth.
- Children are actively involved in creating their Learning Journeys and are proud to share their achievements with staff and parents.
- Staff work very closely with parents and offer a wealth of opportunities for them to get involved with their children's learning within the pre-school.
- Children explore the stimulating, inviting, well-resourced environment as they learn and develop through play both indoors and out.

### It is not yet outstanding because

- Opportunities for children to see their own language and culture reflected in the provision have not yet been fully embraced.
- Routines do not always flow with the children's interests, allowing them to make their own decisions and use the full range of resources throughout the session.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the two playrooms and the outside learning environment.
- The inspector held meetings with both managers of the provision.  
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the setting, the providers self-evaluation form and a range of other documentation.
- The inspector took account of the views of parents and carers spoken to on the day and in information included in the provision's self-evaluation folder.

## Inspector

Moira Oliver

## Full Report

### Information about the setting

Kelvedon and Feering Pre-School operates from two demountable classrooms situated in the grounds of St Mary's Church of England Primary School, Kelvedon, Essex. It opened on this site in September 2006. It is managed by a voluntary management committee of parents of children attending the pre-school. All children share access to an enclosed outdoor play area.

The children are divided into two groups, the Swifts (two to three-year-olds) and the Swallows (three to four-year-olds). Both groups are open five days a week during school term times. Swallows sessions are from 9am to 12 noon on Mondays and Fridays; 9am to 1pm on Tuesdays and Thursdays and 9am to 3pm on Wednesdays. The younger Swifts group sessions are 9am to 12 noon on Mondays, Tuesdays, Thursdays and Fridays and 9am to 12.30pm on Wednesdays. The setting is registered on the Early Years Register and the compulsory part of the Childcare Register.

There are currently 49 children attending, all of whom are within the Early Years Foundation Stage. The pre-school provides early education for two-, three- and four-year-olds. The pre-school supports children with special educational needs and/or disabilities and children who are bilingual.

The pre-school employs 12 members of staff, of these, 10 hold appropriate early years qualifications and one is working towards a level 3 qualification. One of the managers has an early years degree and Early Years Professional Status. The setting receives support from the Pre-School Learning Alliance and the local authority.

### **What the setting needs to do to improve further**

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

- provide opportunities for children to see their own language and culture reflected in the provision to further support parents and children to feel valued and involved
- continue to develop the routines to ensure that they flow with the children's interests and the wide range of resources are available throughout the session.

### **Inspection judgements**

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

Children are happy, confident and enthusiastic about their learning. They take pride in their developmental records as they proudly share them with parents and staff. They independently select their Learning Journey folders and talk about the photographs as they stick them into their folders with their key person. Even the youngest of children delight in talking about the photographs of their families and telling staff who they all are. Staff are skilled at assessing the observations they make on the children and use these to feed into future planning.

Parents are fully involved in their child's learning within the setting. They complete information providing staff with a good picture of each child's interests and their starting points. Parents discuss their child's progress regularly and can take their child's folder home at any time to share with family members. They have many opportunities to find out more about the Early Years Foundation Stage at parents' evenings and through volunteering to help in the setting.

Well-qualified and experienced staff engage and capture the children's interest in a variety of ways. For example, they use puppets and other props to bring stories and circle time to life and provide a highly stimulating outdoor and indoor environment. Children are supported well, staff know them well and challenge is provided by skilled questioning and allowing children time to explore their environment. Children delight in finding caterpillars and spider webs and learn about their pre-school pet, the African Land Snail.

Transitions within the setting are made easier for the children as they are already familiar with the staff and all areas. Children have their own room as a base but can access either room during free play sessions. They confidently access a joint outdoor environment providing opportunities to play with siblings. Transitions into school are supported well by staff who build close links with the teachers, sharing information, and several visits are arranged.

Children's communication skills are developing well and staff use signing as well as gestures and visual aids to support children. All children are included and any children needing additional support are identified, and parents and other professionals work closely together. Welcome notices are displayed in a range of languages and resources reflect diversity. However, opportunities for children to see and hear their own language have not yet been fully embraced.

The stimulating, well-resourced environment provides many opportunities for children to self-select items from clearly labelled storage units. The setting has worked hard to transform the outdoor learning environment and it is well used by all the children. They have opportunities for physical play as they climb on the pirate ship, balance on the balancing beams and run, jump and roll down the hill. They enjoy growing and harvesting potatoes, carrots and peas and looking for insects in the nature garden. The large undercover area provides a wealth of opportunities for outdoor play in all weathers.

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

Strong, secure emotional attachments are built between the children and their key person which is significant in helping the children to settle quickly. They show a sense of belonging as they talk about their photographs and all have their own name cards as place mats. The staff provide opportunities for children to have their voices heard. For example, they ask them for ideas for planning the following weeks activities and involve them in decisions about rules and expectations in different areas of the room. Children show high levels of confidence as they move freely around all areas, selecting their activities and taking responsibility to tidy the toys. They are encouraged to co-operate and negotiate

with each other, developing responsibility and awareness of others. Children learn to take turns on the computer and make spaces for their friends at the sand activity.

Practitioners support the children to explore their feelings and photographs of children's faces are displayed for them to talk about at circle time. They learn to be kind and considerate to others and to understand simple rules and expectations through the skilful use of puppets such as 'Jim' and 'Lilly'.

Children are healthy and show a good understanding for healthy eating as they choose their snack from a range of fresh fruits and vegetables. They understand about hand washing routines and are supported to manage their toileting needs. Children are taught about safety, they are encouraged to sit down when they eat and shown how to use the tape dispenser safely. Visits from people in the community, such as the school crossing patrol officer, provide additional opportunities to learn about road safety.

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

The highly dedicated, strong leadership from the managers and deputies ensure that quality is of a high standard. Effective evaluation and monitoring systems accurately identify priorities for improvement as the provision continues to evolve and develop. For example, there are systems in place to monitor their new documentation that they are using for observation, assessment and planning. This will secure consistency and ensure that children continue to make good progress. Staff performance and professional development is well supported through regular appraisals and meetings. Staff morale is high, they are keen, motivated and work well as a team. They have embraced the changes in the revised Early Years Foundation Stage and work together to ensure a consistent understanding of the learning and development requirements.

All staff have a secure knowledge and understanding of safeguarding issues and procedures to follow. Many of the staff have attended training in safeguarding and more training is booked for early next year to ensure that they keep up to date with requirements. A full set of policies supports their practice and are currently being reviewed, plans are in place to make them more available to parents by possibly using the website. Robust recruitment systems are adhered to ensuring that all staff are suitable to work with children and have a secure knowledge of their roles and responsibilities. The premises are safe and secure and thorough risk assessments ensure the children's safety.

Staff deployment is very effective. Staff-to-child ratios are high, which provides good levels of support to all children and individual attention when needed. The sessions are organised to provide a balance of child-led and adult-initiated play. In the main this works well, however there are times when the older children's choices are limited and they are not able to access the full range of resources. For example, staff have identified that a whole group snack does not work for all children and they are considering introducing a rolling snack where children can come and eat when they are hungry.

Partnership with parents and others is a key strength of the provision and makes a significant impact on the children's learning and development. Parents are encouraged into the setting and their views are sought both informally through discussion and questionnaires. After reading recent research and working with the local authority, the pre-school is actively encouraging fathers into the setting. They have had a good response to a survey and are planning ways to make the setting more inviting to fathers. For example, by providing opportunities on Saturdays and asking them to come and share any interests they have, for example cooking pizza and playing golf. The pre-school works closely with the local school and also other settings that the children attend, such as childminders and nurseries. Developmental records are shared and any additional needs are supported very well. The inclusive, welcoming setting provides a happy and enjoyable early years experience for all children, enabling them to develop to their full potential.

### The Childcare Register

The requirements for the compulsory 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

<b>Unique reference number</b>	EY340992
<b>Local authority</b>	Essex
<b>Inspection number</b>	884257
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	40
<b>Number of children on roll</b>	49
<b>Name of provider</b>	Kelvedon and Feering Pre-School
<b>Date of previous inspection</b>	25/02/2009
<b>Telephone number</b>	07870997608

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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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