

The Park Preschool (Halstead)

St. Andrews C of E School, Morton Way, HALSTEAD, Essex, CO9 2BH

Inspection date

Previous inspection date

04/02/2013

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 pre-school provides a welcoming and well-resourced indoor and outdoor environment for children to enjoy. They enthusiastically learn through play as they safely select an exciting range of toys and play materials.
- Children are keen to learn because practitioners have a secure understanding of how to capture and engage their interests. They provide children with an exciting range of activities, which enthuse them and challenge their thinking.
- Children make good use of the well-resourced and interesting outdoor play areas. They move confidently between the indoor and outdoor environments, guiding their own play and learning.
- Children and adults form close and caring relationships. Practitioners listen to children's ideas and interests and use these to devise individual planning, which is tailored to meet each child's developmental needs.

It is not yet outstanding because

- There is scope to improve the links between the pre-school and primary schools which children attend to more effectively prepare children for their transition 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.

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 observed activities in the main school hall, pre-school room and enclosed outdoor area.
- The inspector held discussions with the managers, staff and children at appropriate times throughout the inspection.
- The inspector viewed a range of records including children's details, staff details, accident records, medication information and details of children's learning.
- The inspector took account of the views of parents spoken to at the time of the inspection.

Inspector

Lynn Hughes

Full Report

Information about the setting

The Park Pre-school was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose built premises in the Halstead area of Essex, and is managed by a limited company. The pre-school serves the local area and is accessible to all children. It operates from a modular

building and there is a fully enclosed area available for outdoor play. The pre-school employs 13 members of child care staff. Of these, nine hold appropriate early years qualifications at level 2 and 3. The pre-school opens Monday to Friday all year round. Sessions are from 9am until 3.30pm. Children attend for a variety of sessions. There are currently 71 children attending who are within this age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special needs and/or disabilities.

What the setting needs to do to improve further

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

- improve links with local primary schools to assist in the smooth transition of children leaving the pre-school and moving on to their next stage of learning.

Inspection judgements

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

Children are fully engaged in play throughout their pre-school session. They play and learn in an exciting and well-resourced environment, which is stimulating and welcoming. Practitioners know the children in their care well, providing them with challenging and appropriate activities to help them to progress across all seven areas of learning. Accurate assessments of children's progress and achievements are made by knowledgeable practitioners who understand the children in their key person group. Clear and well-documented observations enable practitioners to review and follow children's progress and to identify their next steps in learning. Regular, open discussions with parents provide good opportunities for key persons to update their knowledge about children's starting points, capabilities and ongoing development. Parents are invited to view their children's developmental records and to comment on their learning at home on a regular basis. Children for whom English is an additional language and children with special educational needs and/or disabilities are supported well by staff to make good progress.

Practitioners demonstrate secure knowledge of how to skilfully question children in order to extend their thinking and to enable them to consider problem solving. For example, a minor conflict between children wanting to play the same roles in their imaginary game is quickly resolved through careful adult intervention and discussion. Children participate in an exciting range of planned and freely chosen play experiences, most of which, are taken from children's ideas and suggestions. For example, they enthusiastically make models of

a favourite story book elephant from plastic milk bottles. They decorate them with pieces of different coloured paper to depict the character in the book. Children take pride in their achievements, showing their finished product to the practitioners present.

An exciting outdoor environment provides superb opportunities for children to explore a wide range of learning opportunities. For example, they make marks with a selection of different media, they participate in imaginary play, expressing themselves creatively and have fun digging in mud and sand. A well-equipped outdoor kitchen enables children to make imaginary cakes and to cook meals for their friends. They use mud and sand that they transport from various areas of the garden as their ingredients and have use of large cooking pots and old microwave ovens. Exciting discussions are shared between the children as they talk about what flavour their cake is going to be and who is going to join in with eating it.

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

Children develop secure attachments with all practitioners, especially their key-person. Their relationships are warm and positive, enabling them to feel safe, secure and confident. They enjoy cuddles and support from their key person and engage in purposeful activities together. Children are effectively supervised and supported as practitioners are well-deployed around the setting, indoors and outdoors. Children understand about acceptable behaviour as practitioners act as good role models and create a calm and relaxed atmosphere. Each child is valued and respected and given the opportunity to have their thoughts and ideas heard within the group. Children proficiently guide their own play and learning, moving confidently around the indoor and outdoor areas accessible to them. They behave well and show consideration for each other. The environment is rich in print with many visual cues to help children to communicate their needs. Pictures of a range of foods used at snack time are displayed in the snack area and used to help children make choices over their snack and drink. These are also translated into other languages spoken by children attending, ensuring that all children are included and valued.

Children understand that fresh air and exercise are good for them as practitioners discuss the positive effects of physical activities. They make active use of the garden throughout the session and in all kinds of weathers. Everyday activities encourage children to develop an understanding about keeping healthy, for example, they know that it is important to wash their hands after using the toilet and before eating. Children choose when to enjoy their mid-session snack, which comprises of a range of healthy foods. They sit together with their friends and chat quietly about their day or what they like to eat. A practitioner is on hand at all times to supervise and support this element of the session. Children learn to become independent through the snack process, by pouring their own drinks, cutting fruit and vegetables and collecting their own cup and plate.

Before being left for the first time, new children attending the pre-school are provided with good opportunities to visit the setting a number of times with their parents. This helps to ensure that they are ready for this transition and enables them to settle quickly

into pre-school life. Practitioners help to raise children's self-esteem and confidence through positive praise and encouragement. All children are encouraged to respect each other's wishes and to be mindful of their feelings. For example, if a child is hurt or upset by another child, practitioners use clear explanation to ensure that both children understand what has happened. They encourage them to say sorry and give each other a hug if this is appropriate. Practitioners focus much attention on helping children to become proficient at putting their coats and shoes on and off and learning to take instructions, in preparation for school.

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

The educational provision is effectively monitored and reviewed by the joint managers on a regular basis. They review the pre-school's planning and assessment as part of their ongoing professional development, to ensure that all children's skills and abilities are understood by their key person. All children with identified needs are appropriately supported as practitioners work well with outside agencies and professionals.

Management and practitioners demonstrate a thorough knowledge of the welfare and safeguarding requirements of the Early Years Foundation Stage. They ensure that children remain safe whilst attending the pre-school and are effectively protected from harm. All practitioners attend regular training in order to update and refresh their safeguarding knowledge. All adults working with children are vetted for suitability and proof of their clearance is held on file.

Management and practitioners are firmly committed to driving improvement. Practitioners use reflective practice and keep a visual diary of evidence showing their reflection and how this drives improvement. This helps practitioners to keep a clear record of changes and developments within the pre-school. They effectively identify their strengths and weaknesses through regular discussions and put appropriate action plans in place to address any areas of weakness. Management effectively supervise practitioners and provide opportunities to discuss and pursue future training needs and requests.

Partnerships with parents and other agencies are strong. Parents enjoy participating in their children's learning. Clear information is available to parents, informing them of the pre-school's policies, ethos and working practices. The management team provides opportunities for parents to share in their children's progress through open events, discussions at the beginning or end of the session and through formal reviews. Links with other early years settings where children also attend are good. This means that opportunities for key persons to share information about children's learning and development are in place and used effectively to complement the learning that is already taking place. However, links with all primary schools which children attend are not consistent. Therefore, communication between the pre-school and some schools does not fully support all children's 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 | EY446086 |
| Local authority | Essex |
| Inspection number | 881088 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 30 |
| Number of children on roll | 71 |
| Name of provider | The Park Preschool (Halstead) Ltd |
| Date of previous inspection | Not applicable |
| Telephone number | 07973868445 |

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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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