

# Latton Green Pre-School

Latton Green School, Riddings Lane, Harlow, Essex, CM18 7HT

<b>Inspection date</b>	07/02/2013
Previous inspection date	10/12/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children's well-being is supported effectively, through the strong attachments they make with staff.
- Children are safeguarded because staff have undertaken necessary training and know what to do if they should have a child protection concern.
- Staff work well with external agencies, which helps to ensure that all children attending receive appropriate support.

### It is not yet good because

- Staff do not always use information about what children know and can do to effectively plan to ensure children make the best progress.
- Managers do not consistently identify and address the training and development needs of all staff to promote high quality learning experiences for all children.
- Staff do not consistently share all information about each child's progress to help parents support learning at home.

## 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 classroom, large school hall and outdoor play area.
- The inspector held meetings with the managers of the pre-school and key persons working with the children.
- The inspector looked at children's assessment records, planning, evidence of suitability of practitioners working in the setting, and a range of policies and procedures.
- The inspector took account of the views of three parents spoken to on the day of inspection and spoke with children attending.

## Inspector

Ann Cozzi

## Full Report

### Information about the setting

Latton Green Pre-School originally opened in 1997 by the current providers, and is on the Early Years Register. Situated in a classroom in Latton Green Primary School, Harlow, Essex it is managed by a joint partnership arrangement. The pre-school serves the local and wider area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The pre-school employs five members of childcare staff. Of whom all hold appropriate early years qualifications at level three. The pre-school opens Monday to Friday term time only. Sessions are from 8.45am until 11.45am. Children attend for a variety of sessions. There are currently 24 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 small number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- improve the planning of activities to help children make the best progress, by taking full account of what each child already knows and can do
- develop performance management and monitoring to ensure that there is a consistent focus on identifying areas of practice, to enhance practitioner's professional development and children's high quality learning experiences.

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

- develop partnerships with parents by keeping them consistently informed about their child's progress so they can support children's learning at home.

### **Inspection judgements**

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

The educational programme ensures that children are provided with a sound range of learning opportunities. Staff implement an adequate range of teaching methods, which supports children's learning. For instance, they demonstrate their shared interest in what children are doing, which stimulates children's participation in activities. Staff show a satisfactory understanding of the individual learning needs of children attending. They monitor all children's progress through completing observations of them at play. The information they gather is then cross referenced to assess children's individual development stage. However, staff do not use the information gained to plan to help children make best progress. As a result, children make satisfactory progress given their age, abilities and starting points. This contributes towards supporting children to acquire the skills needed in preparation for their transition into school.

Children demonstrate confidence as they move around the setting and interact with adults and their peers. For example, initiating and engaging with others in imaginative and small world play. Staff support children to become aware of their own goals. For example, they provide encouragement as they successfully join a train engine together with a long line of carriages. Children learn that numbers identify how many objects there are. This is demonstrated as they count how many individual carriages are attached to their engine. Children are encouraged to develop physical skills. For example, they carefully coordinate their actions as they move the computer mouse. Low level storage enables children to explore a range of resources. They independently help themselves to musical instruments, enthusiastically creating sounds they bang and shake them in the air. When they become over excited staff direct their attention to adult-led activities, such as craft. Children enjoy using paints and discover what happens when they mix colours together. They have fun playing with sand and water exploring their properties, for example, discovering that wet sand will not pass through the thin spout of a funnel. Staff act as good role models as they calmly teach children about sharing and taking turns.

Children show growing control and coordination in both large and small movements. They successfully complete a puzzle, carefully placing each piece into the appropriate space. They roll, slide and twist their bodies showing they can move in a variety of ways. They also move confidently in the outdoor play area, for example, running, jumping and steering wheeled toys, safely negotiating their way around to avoid obstacles in their path. Children who speak English as an additional language are supported by staff, for example, through the use of visual aids. This promotes their understanding and participation. The setting works with outside agencies to help support children's learning for those children who have special educational needs and/or disabilities.

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

The key person system supports children's successful transition from home. This is accomplished by working alongside parents to ensure that their child is happy and secure in the environment. For example, staff collect information about each child's personal needs, likes and dislikes prior to their placement. As a result, most children arrive at pre-school and settle quickly, demonstrating a sense of belonging. On the whole staff implement consistent boundaries, which helps children to learn about acceptable behaviour. Children engage in activities and in the main play cooperatively with and alongside their peers. They are supported by staff who sensitively intervene when necessary. Children enjoy the praise and encouragement offered by staff, which promotes their self-esteem.

The pre-school offers a well-resourced environment, which is organised effectively. This means that children's independence is supported enabling them to help themselves to items of interest, initiating their own learning. Children have fun using large play equipment during daily outside play. During good weather conditions this access increases to incorporate, free-flow learning between the inside and outdoor areas. This provides learning opportunities for those children who show a preference for the outdoors.

Children are beginning to gain an understanding of the importance of a healthy lifestyle,

which includes a balanced diet and exercise. For example, children enjoy a range of fresh fruit and savoury snacks and regularly take part in physical play. Some children demonstrate their growing understanding about the importance of good hygiene and managing their personal needs. For example, they know why it is important to wash their hands before they have snacks and after using the toilet. Children learn about safety through regular emergency evacuation and discussions with staff. They know that if toys are not put away someone could tread on them or trip over and hurt themselves. This supports children's emerging skills underpinning their eventual transition to school.

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

The managers of the pre-school demonstrate a positive attitude to developing their service. For example, all staff have access to a range of training opportunities. However, performance management and monitoring does not consistently focus on enhancing the professional development of staff, so they can provide high quality experiences for children.

Staff have all undertaken child protection training. They demonstrate a sound understanding of the procedures to follow, should they need to report a concern. One of the managers is the designated person for safeguarding and has undertaken appropriate training to support this role. Written safeguarding policies further support staff practice. Most staff have a paediatric first aid qualification, which ensures that there is always someone on hand should an accident occur. Recruitment procedures are secure and include the vetting of all adults working with children. The security of the pre-school is maintained through an entry system incorporated into the main entrance doors of the school. In addition the outdoor play area is fully enclosed, which prevents children leaving unnoticed. Risk assessments are undertaken within the pre-school, which ensures that hazards to children are minimised. The organisation of resources contributes towards the creation of a warm and stimulating play space for children. Overall, children are supported to develop independence in a safe environment in which they can play and learn.

The managers and staff implement a key person system, which helps them to develop positive relationships with parents. Staff use opportunities at pick up and collection times to provide information about children's care and some of their achievements. However, there is scope to improve the sharing of information about children's learning so parents have opportunities to support their child's learning at home. Parents report that staff are very approachable, their children enjoy coming to pre-school and that they would be happy to recommend it to other parents. Transition is supported by staff, for example, visits from reception teachers are organised prior to children moving into main stream school. Staff understand the importance of working with other agencies to ensure that all children receive the support that they need.

### **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>	402186
<b>Local authority</b>	Essex
<b>Inspection number</b>	877133
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5

<b>Total number of places</b>	30
<b>Number of children on roll</b>	26
<b>Name of provider</b>	Debra Freeman/Deborah Collins
<b>Date of previous inspection</b>	10/12/2008
<b>Telephone number</b>	07950 808525

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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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