

Canewdon Pre School and Daycare

Canewdon Endowed Primary School, Anchor Lane, Canewdon, ROCHFORD, Essex, SS4 3PA

Inspection date	20/06/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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		1
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 confident and self-assured as they have excellent relationships with the staff.
- The uniqueness of individual children is recognised, valued and respected, and as a result all children are secure and fully included in all aspects of the pre-school.
- Children benefit from a good range of activities and resources that support and promote their learning and development. Consequently, all children are making good progress.
- Partnerships with parents and professionals are good, ensuring continuity of care and transitions are effective in supporting children's needs.

It is not yet outstanding because

- Children's learning of the natural world is not fully extended to encourage them to use a range of senses.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 playroom and the outdoor learning environment.
- The inspector held discussions with the manager, staff members, parents and children.
- The inspector conducted a joint observation with the manager in the outdoor learning environment.
- The inspector checked a range of documentation, including safeguarding policies and procedures and risk assessments.
- The inspector sampled a range of documentation relating to the suitability of staff and their qualifications.

Inspector

Lisa Paisley

Full Report

Information about the setting

Canewden Pre-School and Daycare was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose-built building, on the Canewden Endowed Primary School site, Essex and is privately owned. The pre-school serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The pre-school employs three members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and above. The manager holds Qualified Teacher Status.

The pre-school opens Monday to Friday all year round. It operates from 7am to 6.30pm. Children attend for a variety of sessions. There are currently 16 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- enhance children's learning of the natural world so that children can explore and investigate using all of their senses.

Inspection judgements

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

Children consistently experience a good range of play and learning experiences across the seven areas of learning. This is because staff have an effective understanding of the Early Years Foundation Stage and the learning styles of young children. As a result, children are supported well to acquire the skills needed for the next stage in their learning, including school. The educational programmes in both the prime and specific areas are fully embedded in all aspects of the learning opportunities provided. Children's assessments arrangements including their learning journals provide a good narrative of children's learning and play experiences.

Children have good opportunities to use a wide range of mark-making equipment. For example, large chalks, scissors, dough utensils and pencils, enable children to make meaningful marks. All children are supported in their communication skills as staff provide a language-rich environment. Children are given the time and space to talk, request

activities and respond to open-ended questioning. Consequently, all children are making good progress in their language and communication skills. There is a strong focus on story-telling as children learn about popular fairy tales and fables. They confidently re-tell key phrases and recall the sequence of the story about three bears. As a result, children are developing an early appreciation of books and stories.

The outdoor classroom area provides an exciting play and learning environment where children explore the natural world, wild plants, flowers and insects. However, opportunities for children to use a range of senses when exploring the natural world have not been fully extended. Children also actively engage in a range of physical activities, including the trim-trail, large tyres, buggies and prams. The children are enthusiastically engaged when playing running games, where they run fast, take big steps, hop and take side steps. Children are able to explain the effects of physical exercise, stating their heart was beating faster. Children enjoy role play, which is adapted on a regular basis to meet their changing interests, such as hairdressers or car mechanics. They particularly enjoy playing with large cardboard boxes, dressing-up and pretending to be hairdressers where they create a number of styles on the staffs' hair. Creative activities and messy play are core activities that are available every day and this includes water play. For example, children enjoy washing dinosaurs and superheroes. They use sand play for mark-making, painting and gluing activities. Weekly cooking sessions provide children with an enjoyable experience of mixing a range of ingredients to create fairy cakes and other treats; more recently children make flapjacks for Father's Day.

Good relationships with the parents have been effectively established as staff take the time to get to know the children and support new parents and children in the pre-school. Children's learning journals are actively shared between the pre-school and parents who make their own contributions about what their child does at home. As a result, home and pre-school links are effectively enabling staff to have a greater insight into children's home experiences. Effective information is shared with parents on a regular basis, for example, regular newsletters. Parents are invited to feed back in relation to themed topics and also look at the pre-school learning journal. Parents value the play and learning opportunities that the children have and they feel their child has settled well into the pre-school and their confidence has developed well.

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

Children are extremely happy, confident and secure at the pre-school as staff value the uniqueness of individuals and value and respect the contributions that children make in the pre-school. As a result, very strong bonds and attachments are developed between the staff and strong friendships are made. The strong and effective key person system ensures that children's individual needs are consistently met to a high standard. As a result, children's self-esteem and confidence is exceptionally well supported.

Children show increasingly high levels of control during activities and social situations as they make choices about their play and regulate their behaviour. For example, children particularly enjoy preparing the fresh fruit for snack time as they skilfully cut the bananas and apples into small slices. Staff consistently and politely remind children about being

safe throughout the day, including discussions during morning registration, and the rules and boundaries when playing on the school field. All children play well together as staff support their understanding of turn taking, co-operating and problem solving together. Staff consistently model exceptional social manners, ensuring that they use 'please' and 'thank you' when interacting with the children, and each other. This means that children's understanding of politeness is exemplary. Staff also consistently praise the children to further support their emotional well-being.

Children's personal safety and being healthy is exceptionally well promoted. They learn how to protect themselves through practising regular fire drills. Children know about cleaning toys to minimise the risk of cross-infection. They have access to fresh drinking water and also fresh fruit and vegetables for snacks during the session. The well-organised snack time ensures children can make choices about what they want to eat, and they happily sit and talk to their friends. Children's physical well-being is further promoted through the outdoor play environment. They access the school trim trail on a regular basis and they enjoy playing running games on the school field.

The pre-school is a highly stimulating play and learning environment as staff consistently monitor and reflect the effectiveness of the classroom environment. They adapt the room to include smaller cosy areas and also a role-play area, enabling children to play with resources in a purposeful manner. Displays and children's artwork are exceptionally well displayed. This includes the 'wow' board, incorporating children's home-life experience, further re-affirming children's confidence and well-being. The organisation of resources and play equipment ensure that children are able to freely and safely access resources, this includes construction blocks, pencils, and small world play.

Children's independence and self-skills are effectively promoted through daily routines and activities. For example, they pour their own drinks, find their name when going to play outside and help to tidy equipment away at the end of the day. During the summer term, children who are due to start school have regular visits into the school to meet their teacher. They also have lunch in the school hall with the pre-school staff and their parents. Consequently, transitions into the school are successfully managed by the pre-school.

There are highly successful partnerships with parents as staff take time to get to know children and families. Staff gather excellent information about children's individual needs and this informs activity plans. Parents said that they are reassured that their child has settled well into the pre-school and that they are confident with the staff and their peers.

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

The manager is very committed and has a good understanding of her role and responsibility in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Children's safety is paramount for the manager and staff, as there are very good security measures in place. The main entrance is opened by a security tab, and the manager directly welcomes parents into the foyer area of the pre-school at the end of

the session. The manager monitors the implementation of the safeguarding policy and acts appropriately with any safeguarding concerns. The induction procedure ensures that all staff know their role in safeguarding children as they ensure any minor accidents are recorded. All policies and procedures are understood and implemented by the staff. The safeguarding policy includes the use and storage of staffs' mobile phones.

The manager and all the staff have worked hard and are passionate about promoting a positive play and learning environment. Team work is good as the staff are committed to providing children with good learning experiences. They all have the same ethos and recognise each other's individual strengths. As a result, these skills are utilised well and blended together to create exciting experiences for children.

Reflection and self-evaluation is an integral feature of the setting as the manager and staff consistently monitor the effectiveness of the pre-school. Areas for improvement have been identified, for example, the outdoor classroom to be developed further to encourage children to learn about the natural world. The manager's expectations of the pre-school are high and realistic, and their development plans are achievable. The team have put good systems in place in which they can further develop and achieve higher standards to continually improve learning outcomes for children.

Partnerships with others are established to ensure a smooth transition between settings and support continuity of care and learning. Parents are warmly welcomed into the pre-school. Effective information is shared with parents on a regular basis, for example, regular newsletters, policies and procedures. Parents are invited to feed back in relation to themed topics and also look at the pre-school learning journal. Parents value the play and learning opportunities that the children have and they feel their child has settled well into the pre-school and their confidence has developed well.

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 action. 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	EY455149
Local authority	Essex
Inspection number	901934
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	16
Name of provider	Ann Jacqueline Holmes
Date of previous inspection	not applicable
Telephone number	01702258238

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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, which are usually the childminder's 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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