

South Woodham Pre-School

Woodville Primary School, Brent Avenue, CHELMSFORD, CM3 5SE

Inspection date

15/07/2013

Previous inspection date

14/10/2011

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

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 are effectively supervised as the pre-school operates with a high number of practitioners who are present at every session. The high adult to child ratio enables practitioners to be well-deployed to suitably support children's all round development.
- Children's medical and dietary needs are well-met. Practitioners review their knowledge of medical conditions in line with the needs of new children and seek appropriate training to update and inform their knowledge.
- Children make good use of the outdoor areas. They enjoy moving flexibly between the indoor and outdoor environments.

It is not yet good because

- Drinking water is not consistently available to all children at all times, especially those in the 'stepping stones' room.
- Limited arrangements for the supervision of practitioners, results in weak identification of training needs and poor support and training for practitioners.
- Leaders of the pre-school have not yet effectively embedded their use of monitoring, reflection and self-evaluation to evaluate the effectiveness of the provision and to identify its strengths and weaknesses.
- The pre-school does not always work consistently in partnership with other early years settings, which children attend to complement and extend the learning that takes place in other provisions.

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.

Inspection activities

- The inspector observed activities in both of the pre-school buildings and the outdoor areas.
- The inspector held discussions with the manager, practitioners, children and parents at appropriate times throughout the inspection.
The inspector looked at a range of records and documents, including children's personal details, and information about their learning and development, written policies, accident and medication records, proof of practitioner's qualifications and suitability checks.
- 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 South Woodham Pre-school was registered in 2006 and is on the Early Years Register. It is situated in the grounds of the Woodville Primary School in the South Woodham Ferrers area of Essex, and is managed by a committee. The pre-school serves the local area and is accessible to all children. It operates from two main playrooms and there is a fully enclosed area available for outdoor play.

The pre-school employs 15 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 2 and 3.

The pre-school opens Monday to Friday term time only. Sessions are from 8.50am until 11.50am and from 12.20pm to 2.50pm. Children attend for a variety of sessions. There are currently 135 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. It supports a number of 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:

- ensure drinking water is consistently available to all children at all times
- implement effective systems for staff supervision, which provides support coaching and training for practitioners and promotes the interests of children, to help them make good progress.

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

- improve arrangements for information sharing and partnership working with other early years settings which children attend, in order to identify children's needs, complement the learning already taking place and support them in making best progress
- develop the monitoring of the provision to promote consistency in the delivery of all aspects of the Statutory Framework for the Early Years Foundation Stage. Enhance self-evaluation procedures to identify the pre-school's strengths and weaknesses and inform change.

Inspection judgements

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

Practitioners demonstrate appropriate knowledge of the seven areas of learning and how children learn. This enables them to provide children with a varied and interesting educational programme, that covers all seven areas of learning. They observe children at play and use their observations to identify children's next steps in learning. The pre-school is in the process of changing the way children's achievements are recorded from a formal file, to a more informal scrap book, which tracks children's likes, interests and progress through photographic evidence and practitioner's comments. Parents are invited to view the children's learning journey records on a regular basis and to contribute towards identifying their next steps in learning. All children make appropriate progress in their learning, based on their starting points, including those children who have special educational needs.

Children are keen and active learners. They participate in a suitable range of planned and freely chosen play, accessing resources from the low-level storage units available throughout the main pre-school room. However, there is inconsistency in the delivery of some activities, which means that learning opportunities are not always maximised. Children's language development is satisfactorily promoted as practitioners use clear questions to extend children's thinking and challenge their knowledge. For example, a new water tray in the garden provides good opportunities for children to think about whether water will flow down the vessels quicker or slower depending on the positioning of the vessels used to transport water from one level to another. With the assistance of the practitioners close by, they assess that the water will flow quicker, the higher the gradient used. Practitioners use language, such as 'faster', 'slower', 'high', 'low' and 'longer' to enhance children's learning. Children enjoy learning about planting and growing as they plant a range of flowers in tubs in the pre-school garden. They water them regularly to keep them alive. Children learn about the life cycle of various animals and humans through adult-led activities and lively discussions. Children are appropriately prepared for their next stages of learning, for example, by practitioners giving due consideration to satisfactorily preparing them with the skills necessary for school.

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

Relationships between practitioners and children are strong. Children form close friendships with their peers and with their key person. They approach adults confidently and enjoy the interaction they receive from them. Children who need a little extra support when they first arrive for their session, are appropriately comforted with kind words and a cuddle. Children's confidence and self-esteem is promoted by practitioners using positive language and acting as good role models. This results in well-behaved children who benefit from the calm and relaxed environment.

Children satisfactorily develop self-care skills as they independently access the toilets and hand-washing facilities. They are provided with opportunities to learn about keeping

healthy and safe through the pre-school's daily routines, practices and ethos. Children are generally provided with healthy mid-session snacks, which usually comprise of fresh fruit and vegetables. Children enjoy access to fresh air on a daily basis, when they play in the main pre-school garden, or on the school field, when attending the 'stepping stones' session. The provision for ensuring that fresh drinking water is available to children at all times is inconsistent. In the main pre-school room, the provision is good, as children freely help themselves to water from a large jug. However, in the 'stepping stones' session, children have to ask a practitioner for a drink if they are thirsty. This means that they are unable to meet their own needs independently and those not confident to ask, cannot make independent decisions to get a drink. The pre-school has good systems in place for dealing with children's dietary or medical needs. They obtain clear information from parents on individual children's medical conditions and seek appropriate training to ensure that all practitioners can attend to the needs of those children. The environment in which children play is generally well-resourced, stimulating and welcoming.

Transition between the setting's two very different sessions are appropriate. Children begin attending the 'stepping stones' session to prepare them for 'school readiness'. These sessions offer children more focussed and planned activities, which encourage them to develop hand-writing skills and to learn about listening and paying attention. Children generally attend a couple of sessions in each room over the course of the week. Children are prepared for this next stage of their learning by visiting the 'stepping stones' session a number of times before their due start date.

Children are provided with opportunities to visit the school on the relevant site the setting is situated, a number of times during the summer term before they leave the pre-school. During these sessions they enjoy activities, such as story time with their new teacher. Children who are going to other schools are also suitably prepared for this transition through effective links between the pre-school and other local primary schools.

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

The pre-school is run by a committee, which support an established manager and team of experienced and well-qualified practitioners. Practitioners demonstrate appropriate knowledge of how children learn and deliver an educational programme that enables children to make satisfactory progress across all areas of learning. However, the manager does not effectively monitor and evaluate the effectiveness of the delivery of the educational programme, although, is aware that this is a weakness in her managerial role and is in the process of developing a more robust monitoring system. Many of the practitioners and the manager have worked together for a number of years. They work well as a team and support each other informally. The effective communication and companionship between practitioners has resulted in the manager not effectively implementing a system for staff supervision. While the informal process enables practitioners to support each other, it does not provide a means for the manager to effectively fulfil her responsibilities with regards to the requirements of the Statutory Framework for the Early Years Foundation Stage. For example she is not able to coach and train practitioners, identify their training needs, encourage their professional

development or deal with under-performance in a formal way. The pre-school has completed a self-evaluation form, and have used some reflective practice to identify weaknesses and areas for improvement. While plans are in place to address these weaknesses, such as, the lack of staff supervision, the manager has not been pro-active in implementing new systems or informing change.

Children are effectively protected from harm as all practitioners update their safeguarding knowledge on a regular basis. The manager, who is also the designated person for safeguarding has completed appropriate training and keeps abreast of any new guidance or changes to the referral process. Clear written policies are in place and practitioners are knowledgeable about the pre-school's procedures for dealing with safeguarding issues. All adults working with or having regular contact with children have their suitability checked and clear proof of their clearance is available to view at all times. The environment in which children play and learn is kept safe and secure through the pre-school's effective risk assessment procedures.

Practitioners work well with parents to create an effective working partnership. Parents spoken to at the time of the inspection compliment the openness of practitioners and state that they feel confident talking to their child's key person and other practitioners. They feel that their children are developing well through the wide and exciting range of experiences they encounter during their pre-school day. Links with the local primary school, on whose grounds the pre-school is situated are good. Effective communication between the pre-school and school aides a smooth transition for children moving on to their next stages of learning. There are some informal links with other early years settings, which children also attend. However, at present the pre-school does not effectively share information about children's progress to complement the learning that takes place in those settings.

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	EY337755
Local authority	Essex
Inspection number	915403
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	46
Number of children on roll	135
Name of provider	South Woodham Pre-School Committee
Date of previous inspection	14/10/2011
Telephone number	01245 425746

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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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