

Countryside Pre-School Nursery

The Old School Rooms, The Maltings, Rayne, BRAINTREE, Essex, CM77 6BS

Inspection date

03/09/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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 individual care needs are well met by knowledgeable practitioners, who take great care in getting to know the children who attend. Consequently, children settle quickly and enjoy their pre-school nursery life.
- Children are keen to learn as practitioners have a sound understanding of how to capture and engage children's interests. Practitioners recognise the importance of play and provide children with a welcoming environment where most resources are easily accessible.
- Parents are very complimentary of the pre-school nursery and feel that their children are making appropriate progress. They enjoy the flexibility of the opening times and feel well supported by their children's key person.

It is not yet good because

- There are weaknesses in the manager's systems for keeping appropriate records on site and up-to-date. This has an impact on the effectiveness of the leadership and management.
- Children whose home language is not English are provided with limited opportunities to develop and use their home language in play and learning.
- Children are provided with limited opportunities to become more independent and to develop their understanding of healthy eating, by participating in the planning and preparation of snacks and meals.

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 the playrooms and garden and viewed all areas of the building used for childcare.
- The inspector held discussions with the manager, practitioners, parents and children at appropriate times during the inspection.
- The inspector looked at records relating to children's details, information about their learning and development and accident and medication logs. She viewed a range of written policies, risk assessments and other relevant documentation.
- The inspector took account of the views of parents spoken to at the time of the inspection.

Inspector

Lynne Hughes

Full Report

Information about the setting

The Countryside Pre-school Nursery was registered in 2013 and is on the Early Years Register. It is situated in a community hall in the Rayne area of Braintree, and is managed by a private company. The pre-school nursery serves the local area and is accessible to all children. It operates from two rooms within the building and there is an enclosed area available for outdoor play.

The pre-school nursery employs 10 members of child care staff. Of these, seven hold appropriate early years qualifications at level 2 and above.

The pre-school nursery opens Monday to Friday all year round. Sessions are from 8am until 4.30pm. Children attend for a variety of sessions. There are currently 33 children attending who are in the early years age group. The nursery 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.

What the setting needs to do to improve further

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

- improve systems for keeping relevant records accessible, available and up-to-date. This includes information about all practitioner's qualifications to help ensure children make progress in their learning.
- ensure provision is made for children whose home language is not English to develop and use their home language in play and learning, thus, supporting their language development at home.

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

- encourage children to become more independent and to develop knowledge of healthy eating, for example, by being more actively involved in the planning and preparation of snacks and meals.

Inspection judgements

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

Practitioners are secure in their knowledge of how children learn. This enables them to provide children with a varied range of experiences, which allows them to explore all seven areas of learning. Key persons make clear observations of the children's play and use them to identify their next steps in learning. Activities are tailored to meet individual children's needs and learning styles. For example, children who learn in small groups or on an individual basis, have opportunities to participate in focussed activities with their key person. Parents are encouraged to play an active role in their children's learning by viewing their development records regularly and contributing towards identifying children's next steps in learning. Older children preparing for school are encouraged to learn good listening skills when they listen to stories and follow instructions. They practice hand writing skills when learning to write their name and begin to enjoy a love of books, by participating in a simple reading scheme. The scheme provides children with opportunities to take books from the pre-school nursery home on a weekly basis to share with their parents and siblings.

Children's language development is promoted by practitioners using clear speech and asking questions, which extend their thinking and provide children with time to think and respond to questions. However, children with English as an additional language are not as well supported as they are not encouraged to use their home language in play. This means their language development is not as well supported as possible. Children develop a sense of belonging at the pre-school nursery. They identify their labelled coat peg and spend time during the beginning of the autumn term participating in activities, which enable them to get to know each other. The environment indoors is rich in print, enabling children to see that writing has a meaning.

Practitioners are secure in their knowledge of how to follow children's interests and engage them in purposeful play and learning. For example, a story and accompanying games in the small key group provides good opportunities for all children to participate and to join in with the story. A passing ladybird captures the children's interests with many of them wishing to allow the ladybird to crawl up their arms. The practitioners leading the story seize the moment to follow children's interests and use the experience to discuss colour, shape, insects and what it feels like when it crawls up their arms. Once fully explored, practitioners draw the children's attention back by encouraging them to find the ladybird a home in the trees, which they do.

Children have great fun making music from a selection of foam musical circles, which they step on or touch to create different notes. They thoroughly enjoy exploring these and listening to the sounds they make. Practitioners encourage them to use them in a variety of ways, for example, by walking along them in a line and by touching them with their elbows, nose and toes. Children find this very funny and giggle excitedly. Children's imaginative play is enhanced indoors and outdoors through the use of role play resources, dens and tents. Children develop intricate games and negotiate roles within the games. Adults intervene in this play at appropriate times to extend the children's thinking.

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

Children settle into their pre-school nursery life well, as practitioners follow clear and effective settling-in procedures. Parents help to guide the settling-in process and share important information with the key person about their children's home life, interests and dislikes. Relationships between practitioners and children are secure, with children freely approaching adults for support or just to enjoy the interaction they receive from them. Children behave well and show kindness and care towards each other. For example, a child who slips off of a piece of play equipment in the garden is helped up by another child and asked whether they are alright. The pre-school nursery is situated in an old school house and the setting has use of two rooms and a very large garden. The premises are made welcoming and inviting as practitioners display posters and examples of the children's creative work on the walls. Children freely access the large garden throughout the day, sometimes as a whole group and other times in their key person groups. Children learn to take some risks when playing in the garden, for example, they hide in the trees, which surround the edge of the area and use plastic crates to walk along, balancing carefully to make sure that they don't fall off.

Children learn good hygiene habits during their pre-school nursery day, for example, they are shown where the tissues are and reminded to wash their hands after blowing their nose. They have clear hand-washing procedures, which they follow before touching food and after using the toilet. Children enjoy a range of healthy and nutritious meals and snacks during the day, which are pre-prepared by the manager. They are provided with some opportunities to choose what foods they want during these times. However, as the food is already prepared, they are provided with few opportunities to extend their independence skills by participating in the planning or preparation of food. Children experience fresh air and exercise throughout their day, when they access the garden. They use the range of climbing equipment to enhance their physical skills and negotiate space when they run around and have fun chasing each other.

Children are effectively prepared for their next stages of learning within the pre-school nursery. They move from the younger key group to the older group around their third birthday. Their key person supports them through this transition and they have good opportunities to get to know the practitioners working in the older group. They regularly spend time participating in large group activities, such as, story time.

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

The pre-school nursery is privately owned and managed by a registered provider who has owned another setting for many years. She recently took over ownership of this pre-school nursery as it was in danger of closing. Numbers have doubled since she took over and she has employed additional practitioners to meet the demand. The owner is also the

manager of this setting and has been working alongside her team of practitioners since they opened in April of this year. She has implemented procedures to enable her to review and monitor the educational provision and at present is very involved in the planning. She looks through children's individual learning journals on a regular basis, to ensure that key persons are observing their children frequently and using these to plan effectively for their next steps in learning.

Children are appropriately protected from harm, as the manager and practitioners demonstrate a clear understanding of their responsibilities with regards to protecting children. Practitioners regularly update their safeguarding knowledge through appropriate training courses. All adults working with children are vetted and proof of the checks carried out to assess their suitability are available for inspection. However, the manager's systems for recording and evidencing practitioner's qualifications are poor. She has recently taken some of the records and relevant documentation to her home to re-organise them and to make her systems clearer. This results in limited evidence on site of practitioner's qualifications, including proof that at least one practitioner working each day holds a current first aid qualification. However, this has a limited impact on children's safety or progress. Children play in a safe environment as practitioners check the premises and garden each morning before children arrive.

Systems for evaluating the pre-school nursery are beginning to be implemented to effectively influence change. The manager has compiled reflective diaries, showing how the pre-school nursery has reviewed its practices and made relevant changes since opening. She is in the process of putting all of this information on to a self-evaluation form. Practitioners, parents, children and development workers all contribute towards the evaluation process, providing feedback on how they find the provision, their evaluation of activities and comments from children about things they like and dislike at nursery. The manager holds regular practitioner meetings as part of her ongoing supervision and support for her team. She is beginning to implement her systems for supervision and regular appraisals and has a clear training programme in place for the coming months. Forthcoming training for the whole complement of practitioners includes behaviour management and first aid.

Partnerships with parents are strong. Key persons work well with the families of their key children and share clear and relevant information with their parents at the end of each day. A two way diary is used to provide parents with a written account of what their children have been doing each day. The pre-school nursery has close links with local primary schools, which aides a smooth transition for children leaving the pre-school nursery to begin their school life. Links with other early years settings, which children attend, are good and provide opportunities for key persons to share relevant information to complement the learning that takes place in both 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	EY461770
Local authority	Essex
Inspection number	911293
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	33
Name of provider	Susan Brown
Date of previous inspection	not applicable
Telephone number	07860381847

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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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Piccadilly Gate
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M1 2WD

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