

Nelmes Pre-School

United Reformed Church, Nelmes Road, HORNCHURCH, Essex, RM11 3JA

Inspection date	20/09/2013
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		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

- Staff provide children with a varied and interesting range of play resources and activities, which help them make good progress in their learning and development.
- Staff build strong, caring affectionate relationships with children so that they feel secure and settled.
- Staff provide children with good opportunities to play where they want during sessions, which means children enjoy daily indoor and outdoor play.
- Strong relationships between staff and parents support good communication sharing and helps children make continual progress.

It is not yet outstanding because

- Staff have not fully considered providing more able children with a more challenging range of resources to extend their learning further.

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 children's play and staff interaction.
- The inspector examined documentation including a representative sample of children's records.
- The inspector and the manager completed a joint observation of the children.

Inspector

Caroline Preston

Full Report

Information about the setting

Nelmes pre-school opened in 2013. It operates from Nelmes church in Hornchurch in the London Borough of Havering. There is a secure outdoor play area. The pre-school is open Monday to Friday from 9am to 12pm and 12pm to 3pm, term-time only. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 28 children on roll, all of whom are in the early years age range. There are six staff members working with the children. All staff have early years qualifications to at least Level three. The pre-school gets funding for the provision of free early education to children aged two, three and four. The pre-school supports children with special educational 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:

- increase the range of resources available to challenge the more able children.

Inspection judgements

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

Staff provide children with a good range of play activities both indoors and outdoors to help them achieve in all areas of development. Staff observe and assess children when they start at the pre-school to learn about each child's needs. Staff also request that parents complete 'All about me' booklets to provide information about their child's current care and learning needs. This gives staff more information about each child's level of development. In addition, this supports early developing relationships between parents and key persons and makes parents feel involved in their children's learning and helps the settling in process. Staff use this information to plan activities to meet the needs of the children and are able to identify any specific needs children may have. Staff are skilled at offering children a balanced educational programme and by using good teaching techniques help prepare children for school. Staff do this through careful and meaningful interactions with the children during each session.

Staff provide outdoor play experiences throughout the session so that children can make choices about where they want to play. Children enjoy the climbing equipment and 'sit and chat' at the top of the slide. They feel comfortable and safe and as they discuss how high they are and that they can see everyone. This supports their personal and emotional development as they build relationships with each other outside. Children enjoy the speed they achieve as they ride the wheeled toys, they learn to be safe as they ride around

other children playing. Children listen for the ring of the large bell to indicate that its time to change over and allow other children to use the wheeled toys. This means that staff have introduced systems to support children's understanding of the importance of sharing and taking turns. This also supports children's physical development as they climb and ride and run around in the fresh air and exercise outside.

Staff sit with and interact well with the children as they use the pre-school's laptop. Children are confident at accessing and using the many different educational programmes available on the laptop. This supports children's understanding of technology and language and communication because they discuss and identify the words and sounds in each programme with staff and each other. Staff provide many writing resources to support early literacy skills. Children make marks and draw and begin to learn about words and sounds as staff support them as they play. Staff greet children as they arrive at the front door. Staff provide ways for children to identify their name cards through picture and words. This helps develop their language and literacy skills. Children look for their name cards as they enter the pre-school and their parents sign them in, children then confidently stick their cards on the large registration board. Children develop early problem solving skills. For example, children enjoy constructing with large bricks on a mat and develop early mathematical skills as they counted how high and how many bricks they need. Children also enjoy completing puzzles however the puzzles do not challenge older and more able children who do not even attempt them as they find these too easy.

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

Staff build effective relationships with the large number of new and young children who start at the pre-school quickly and easily. This helps new children settle in, form attachments and gain confidence from the beginning. Staff are good role models to children, they greet children happily and enthusiastically. Staff show pictures of behaviour rules and discuss these with the children during registration, so that children are confident about how to behave appropriately and feel safe. This supports children's physical and emotional well-being well. Staff talk to children about the various festivals that they celebrate at the pre-school and what they mean to their level of understanding, children also have access to various toys promoting people's differences. Therefore, children develop positive attitudes towards the wider world. Children learn to take risks in the garden as staff provide them with physical games such as 'physical education lessons' in which children challenge themselves physically.

Staff promote children's understanding of good hygiene practices by talking to them about why hand washing is necessary. Children take part in cooking activities and make 'fruit kebabs' so learn about healthy lifestyles, they are also offered nutritious snacks and drinks everyday. Staff provide resources that are fun and stimulating and meet the developmental needs of the children who attend. The hall is large and spacious and every area is organised with toys reflecting the seven areas of learning. Staff welcome visits from teachers and share information about children who will be attending school, this helps children's move on to school.

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

Leadership and management of the pre-school is good. The provider, who is also the manager, monitors the delivery of the curriculum and supports staff's understanding of the learning and development requirements. She undertakes regular supervisions and appraisals of staff to be able to identify any training needs or concerns they have, and address any performance management issues. Staff regularly complete observations and assessments of children to support their on-going development and share these with parents. These include the progress check at age two, which are shared with outside agencies if needed. This means the provider is aware of her responsibilities in meeting the learning and development requirements.

Staff know and understand the pre-school safeguarding policy. They are able to identify both the procedure to follow and the relevant agencies they would inform if they had concerns about a child. Detailed written risk assessments are carried out by staff for inside the pre-school, the garden and for any trips out. This means that any potential hazards are identified and removed for the safety of children. All required documentation is in place and available for the smooth running of the pre-school. All staff are appropriately vetted before they begin working at the pre-school, which means staff suitability checks are robust and support children's well-being.

The provider's strong self-evaluation systems mean that she improves the care and education she offers children. For example, she has recently employed a staff member solely to organise mealtimes and support children's hygiene routines. This means that core staff can spend more quality time helping children to achieve their learning outcomes during activities. The provider has developed a website, that only parents can view, to share children's progress, any ideas for learning and additional information to support parents knowledge about the pre-school. Good relationships with parents result in children settling in and developing well. Staff talk to parents daily, provides them with regular newsletters and parents meetings to involve them in their children's learning and the pre-school. Staff encourage parents to continue the learning children do at pre-school at home by informing them of ways they can support their children further. Links with external agencies are effective in meeting children's needs and other professionals visit the pre-school to give advice to staff on how they can support children further.

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	EY460290
Local authority	Havering
Inspection number	907197
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	26
Number of children on roll	28
Name of provider	Cheryl Anne Kelly
Date of previous inspection	not applicable
Telephone number	01708 479 613

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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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