

# Old Heath Community Pre-School

Old Heath CP School, Old Heath Road, Colchester, Essex, CO2 8DD

<b>Inspection date</b>	04/07/2013
Previous inspection date	30/03/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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

- Children are provided with a well-resourced environment for both the inside and outside areas, which helps to support their all-round development.
- The educational programme of activities provides breadth and challenge for all children as their learning needs are planned for each week.
- Staff work closely with parents to help children settle and help them to share what they know about their children; this is through trial visits and parents staying with their children.
- Staff ask effective questions and give children time to speculate what will happen as a result of the activity, to develop their thinking skills.

### It is not yet outstanding because

- The observations and assessments undertaken on children are not always as precise as possible, so the next steps in their learning are incorporated into planning and ensure that their very good progress is further supported.
- Opportunities and resources for children to develop and use their home language in their play and learning are fewer. This means that, sometimes, their home language and ethnicity are not as highly promoted as possible.

## 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 inside and in the outside play area.
- The inspector spoke with the manager, staff and children at appropriate times throughout the inspection.
- The inspector undertook a joint observation with the manager.  
The inspector looked at children's learning journal progress records, the pre-school's self-evaluation documents, and a range of policies, procedures and children's records.
- The inspector took account of the views of several parents spoken to on the day of the inspection.

## Inspector

Debbie Kerry

## Full Report

### Information about the setting

Old Heath Community Pre-School opened in 2003 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is run as a charitable limited company and is managed by the trustees of the pre-school. It operates from a demountable building within the grounds of Old Heath Community Primary School in Colchester, Essex. Children have access to an enclosed outdoor play area and to the school playground and playing fields. The pre-school serves children and families from the local and surrounding areas.

The pre-school opens Monday to Friday from 9am to 3pm during term time only. Children attend for a variety of sessions and there are currently 49 children on roll, all of whom are within the early years age group. The pre-school provides funded early education for three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

The pre-school employs eight members of childcare staff. Of these, one holds an appropriate early years qualification at level 4, four hold level 3, and one holds level 2. The pre-school receives support from the local authority.

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

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

- develop observations and assessments so that the next step in children's learning is always identified, and use this information to inform the planning of activities to promote children's learning even further
  
- provide further opportunities for children to develop and use their home language in their play and learning by providing resources to help children to see that their home language and ethnicity are always highly valued and promoted.

## Inspection judgements

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

Staff ensure that the educational programme provides challenge for all children, as their needs are identified and planned for each week. Staff know where children are in their learning as they are closely tracked by using a progress wheel to monitor their progress and identify any gaps in their learning. However, observations and assessments are not

consistently precise and used to identify next steps and to inform the planning, so that children's learning is supported even further. The planning includes a broad range of resources and activities to include all seven areas of learning. Staff use statements from the progress scales in the Development matters in the Early Years Foundation Stage guidance to plan activities around children's interests and link these to any possible gaps seen in the progress wheel. Children are actively engaged with the range of resources and activities provided, both indoors and outside. Children can make choices to play inside or outside, to meet their own interests.

Staff read stories to children that have been chosen by them and that meet their own interests; this helps to support their understanding of literacy. Children's artwork is displayed and is also labelled to help children learn that letters and words carry meaning. Although staff ask parents of children who speak English as an additional language to provide key words from their children's home language, these are not used in displays or as labels in the pre-school. This means there are fewer opportunities for children who speak English as an additional language to extend the use of their home language in their play or to see that their home language and ethnicity are always highly valued.

Staff ensure children have opportunities to solve problems as they experiment with volume while filling and emptying pots using cornflakes. They enjoy listening to the sound it makes when scrunched between their fingers. Children play games on the computer and use the mouse with skill and confidence. This promotes their understanding of technology and their hand-eye coordination. Children have opportunities to paint, draw and colour, and have access to a variety of resources for them to write and develop their pencil control. For example, children experiment with making patterns in shaving foam, and use cotton buds to paint with. Staff support children in their physical skills and number recognition as they encourage children to find a number on mats outside and throw an object to hit the mat. Children are learning about their environment when digging in dirt, and they observe the changes when water is added to it. This then enables them to make 'mud pies' and different shapes with the dirt. Staff ask questions, which provides very good support for children's communication and language development. This is also highly effective in developing and extending children's thinking and cognitive skills. For example, staff ask children if they want water in the dirt, to see what happens; staff then ask if there are any changes, and what difference does it make.

Staff ask parents questions to gain information about their child and ask them to complete 'All about me' forms to help inform their starting points. The pre-school holds regular one-to-one meetings between parents and their child's key person to discuss their progress. Staff complete a summary on children's learning at the end of each year, which enables parents to discuss any issues or concerns they have with staff about their child's progress.

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

When children start they are provided with a key person to help them feel secure and settled at the pre-school. Staff work closely with parents to help children settle and help parents share what they know about their children. They are invited in for trial visits and parents can stay with their children to help them to settle. This helps with the transition

from home.

Children are provided with a range of fresh and dried fruit for snacks to promote their health. Staff ensure that all children's health and medical needs are fully supported through the range of clear policies and procedures they have in place. Children have developed a good understanding of why they need to wash their hands before eating or after using the toilet to promote their health and independence. Children have access to a range of large equipment in the garden, where they can climb, crawl, jump and balance to effectively support their physical development. There is a well-resourced environment for children, both inside and outside, which supports their all-round development.

Designated staff hold additional qualifications so that children with special educational needs and/or disabilities can be fully supported in making good progress. There are picture cards displayed so that all children can follow the routine of the day. Children learn about the wider world and other cultures and beliefs through a range of planned activities throughout the year. Children are learning expected codes of behaviour, as staff get down to their level and give them clear explanations about the rules of the pre-school. Children also display good manners to each other and staff. Through singing the 'tidy up' song, children tidy away resources at the end of a session. This helps them to learn respect for their environment and how to care for their resources. Through the regular practises of the fire evacuation procedures, children are learning how to keep themselves safe.

Children are fully supported with transitions in readiness for school. The manager has developed very strong links with other schools and early years settings children attend. This means information can be exchanged to help children to become familiar with new settings to ease the transition to school.

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

Children's welfare and safety are effectively supported as staff have a good knowledge of safeguarding procedures; they are knowledgeable about the signs and symptoms to look for and the clear procedures set out in the policy. All adults looking after children have appropriate qualifications, training, skills and knowledge to promote children's welfare through the effective recruitment procedures that are in place. Through the risk assessments and daily checks, children's safety is effectively promoted.

Staff engage parents in their children's development and learning in the setting and at home as they are kept informed about their children's achievements and progress through daily discussions. They also contribute comments in a home-to-school communication book to inform staff of any achievements or changes to their children's learning at home. The manager is a school governor, and the headmaster of the primary school is a trustee of the pre-school, which means partnership working with others is well developed. Staff also work with other agencies involved with children, such as those with special educational needs and/or disabilities, to ensure they make maximum progress.

Self-evaluation is good as it is used to inform priorities and set targets for improvement.

All staff have input to identify strengths and weaknesses and what areas they want to improve to benefit children. Staff ask children what they want to do at the beginning of a session. Feedback from parents is obtained through sending out questionnaires, and the information is then collated and used to make changes to practice. Children's welfare, learning and development in the Early Years Foundation Stage are effectively supported by the experienced staff. They know children's individual needs well and, through the regular observations undertaken, they monitor the educational programme to promote children's learning mostly effectively. Staff are fully supported with their continued professional development as they attend additional training to extend their knowledge, which benefits children.

### **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

<b>Unique reference number</b>	EY245345
<b>Local authority</b>	Essex
<b>Inspection number</b>	915482
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	20
<b>Number of children on roll</b>	49
<b>Name of provider</b>	Old Heath Community Pre-School Ltd
<b>Date of previous inspection</b>	30/03/2012
<b>Telephone number</b>	01206 794334

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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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