

Lampits Pre-school

First Step Hall, Herd Lane, Corringham, Stanford-le-Hope, Essex, SS17 9BH

Inspection date	19/09/2013
Previous inspection date	10/03/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Qualified and experienced staff have a good knowledge and understanding of how children learn, and offer a broad and varied educational programme. Therefore, children, including those with special educational needs and/or disabilities, make good progress.
- The staff team have a good understanding of their individual responsibilities to ensure children are safeguarded and, therefore, children's well-being is consistently considered in every aspect of the provision.
- Children are able to play and learn in a child friendly, welcoming pre-school. Good resources are easily accessible for children to select and initiate their own play.
- The key person and buddy key person system is fully embedded and children are happy and feel very safe and secure. Partnerships with parents, carers and other professionals are strong and, as a result, children settle well and are eager learners.

It is not yet outstanding because

- While there are very good opportunities for children to explore and experiment with shapes, number and text in the indoor environment, children do not always have the same opportunities within the outdoor environment.
- Sometimes, opportunities for young children to sit comfortably and quietly are not as frequent as possible as cosy spaces are not consistently available to them.

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 indoor and outdoor learning environment; this included a joint observation with the manager.
- The inspector held discussions with the manager, staff and children.
- The inspector viewed a sample of the children's learning journals, development reports and planning documents.
The inspector saw evidence of suitability and qualifications of staff, risk assessments, policies and procedures, and other documentation in relation to health and safety.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Lynn A Hartigan

Full Report

Information about the setting

Lampits Pre-school was registered in 1987 and is on the Early Years Register. It is situated in purpose-built premises in Corringham, Thurrock, and is managed by a parents' committee and a manager. The pre-school serves the local area and is accessible to all children. It operates from one large playroom and there is a fully enclosed area available for outdoor play.

The pre-school employs 17 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and above. The pre-school opens Monday to Friday during term time. Sessions are from 9am until 12 noon and 12 noon until 3pm. A breakfast club operates from 7.15am until 8.40am and after school care is from 3.10pm until 6.45pm. A holiday club operates from 7.15am until 6.45pm. Children attend for a variety of sessions. There are currently 74 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 who speak English as an additional language and 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:

- enhance the quality of the outdoor learning environment. For example, by ensuring it is rich in signs, numbers and words so children's learning is progressed even further
- create areas in which children can sit quietly and chat with friends, such as a snug den and cosy spaces.

Inspection judgements

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

Staff are very knowledgeable and demonstrate a good understanding of how children learn. All staff are qualified and show a commitment to provide a rich learning environment for all children. This means children are provided with a wide range of exciting and challenging learning opportunities that cover all areas of learning. Each child is provided with an individual approach to meet their requirements as plans are adapted to ensure their specific needs and next steps in learning are supported. A sharp focus and monitoring of progress is effective and provides children with a good balance of adult-led

and child-initiated play. For example, children excitedly take part in an organised dough making activity. However, there is no expectation for an end product and children have fun mixing the ingredients. They are fascinated by their foot prints in the flour they spill. They delight in the change of mixture as they add lots of water. Skilful questioning by staff encourages children's thinking and provides opportunities to problem solve. For example, children respond by adding more flour, when asked what they need to make the mixture less runny. No child's play is rushed and they show sustained levels of concentration at this activity.

Children follow simple instructions when working in a group. For example, they have great fun rummaging through sawdust to find plastic worms. Simple mathematics is encouraged. For example, children are asked if they can find two worms and appropriate language is used, such as 'short' and 'long'. Children weigh shells and pine cones using scales. They discuss and compare which is the heaviest.

Good visual prompts are in place throughout the indoor environment to assist learning. Superb books have been made using the children's photographs and comments. These are readily accessible and used well within the book area. Wall displays embrace children's home languages and cultures and the setting is rich in text. However, fewer opportunities are available outdoors for children to recognise that text has meaning as numbers, signs, posters and symbols in the outdoor environment are not as well promoted as possible.

Children are eager, active learners as the pre-school is extremely inviting and exciting. Good quality resources interest children and capture their imagination. Staff effectively promote children's language skills by using timely and considered questions and allow children time to think and respond. For example, children learn about letters and sounds as they play games in small groups. They carefully listen to staff playing musical instruments and make good attempts at guessing which one makes the sound.

Early writing skills are encouraged throughout the pre-school. For example, children proudly write letters using the paints at the easel. They share their efforts with staff who show genuine delight and offer lots of praise and encouragement. Children sit together at the computer and are very confident and use the mouse with skill. Children have many opportunities to access writing materials both indoors and outdoors for all their activities. Staff have high expectations for the children in their care and are committed to offering a broad range of learning opportunities. As a result, children, including those with special educational needs and/or disabilities, make good progress.

Children are positively encouraged to make choices and decisions as they initiate their own play and staff are skilful in supporting children's ideas and interests. Children role play in the 'baby clinic'. They learn how to take care of babies, feeding and dressing them. Generally, excellent resources are available in the garden and children have good opportunities to develop their physical skills, they relish their time outdoors and have great fun in the walk-in sand pit. They know to wrap up in waterproof coats when it rains so that they can continue with their play outdoors.

Children are cared for by nurturing staff who invest time in getting to know them and their family. An effective key person and buddy system ensures an individual approach to

support children's learning. Children's next steps in learning and specific needs and abilities inform future planning. Sufficient challenge is offered or extra support is in place as required to ensure each child reaches their full potential. The staff are fully committed to involve parents at every stage to contribute to their children's learning. Children who have English as an additional language are supported and resources, such as dual language books, are easily accessible.

Children are very settled, confident and keen learners, they are developing good self-care skills. For example, they make good attempts at putting their coats and shoes on to go outdoors. Children are encouraged to make decisions. They are developing a good understanding and responsibility of caring for their friends and their environment and listen to staff instructions, which all contributes to school readiness.

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

Children are very happy and excitedly enter the pre-school. They settle quickly as they have formed close, secure attachments to their key person. A buddy system is also in place and is securely embedded in practice. This means if a member of staff is absent children are comfortable approaching the buddy key person. New children are supported very well. They receive good attention and lots of reassurance. Cuddles are offered if required to help them settle. Children can bring their comforters from home, such as dummies and a teddy. Meaningful information, such as children's routines, likes and dislikes is discussed with parents and this contributes to a smooth transition from home to pre-school. However, there is a lack of cosy spaces for the younger children to access, this means they sometimes cannot easily find a quiet space to settle.

Children show willingness to participate in all activities offered and do so in a very safe and secure environment. This is because priority is given to safeguard children at all times. Children learn how to keep themselves safe as they practise fire drills. They are reminded to use 'indoor feet' if they run and an explanation is offered about why. Several members of staff have completed health and safety training and are vigilant within the pre-school. Accident and incident records are comprehensive and the staff know to notify Ofsted of any significant incidents.

Children understand well about healthy eating; they sit and enjoy rolling snacks, and pick blackberries in the garden which are washed and added to the fruits for snack. Children select from a range of healthy choices available and have water in the indoor and outdoor environment.

Children's behaviour throughout the pre-school is very good. This is because they know what is expected of them. Staff are good role models who speak calmly and respectfully to the children at all times. Children's achievements and efforts are consistently praised. For example, they receive certificates or stickers for good sitting or listening. Very good support is offered to children who are preparing to go to school. Primary teachers are invited to meet the children at pre-school and school visits are arranged so working in partnership has a positive impact on children.

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

The manager strives for excellence and shows complete dedication to providing a high quality childcare provision for children. The committee and team of staff demonstrate a commitment to ensure outcomes for children are good. The manager has a good overview of the curriculum and monitors and evaluates staff practice to ensure all children consistently make progress. This is effectively achieved as she has a good understanding of how children learn. Staff training is positively supported and, therefore, children are cared for by qualified and knowledgeable staff.

Safeguarding arrangements for children are understood by all staff members and embedded in practice. A thorough recruitment and induction process ensures all staff members complete appropriate checks and induction. Safeguarding training is completed and, therefore, staff members have a clear understanding of the procedures to follow, should they have any concerns regarding children in their care. This means children's well-being is protected.

The manager and her team are reflective and evaluate all aspects of the provision. They highlight strengths and areas for further development. For example, the continued development of the outdoor learning environment. The self-evaluation process actively encourages children and parents to contribute their thoughts and ideas about the pre-school and possible development. For example, a breakfast and after school club has just been established to meet the needs of parents. Children's views are considered. For example, they are consulted on what equipment they would like in the garden and have been actively involved in creating their favourite story in the garden. Opportunities for parents to have their say are supported by the use of questionnaires. A parent rota is in place and parents are welcomed into the pre-school. The staff feel valued and know their contributions and ideas for further improvement are welcomed. Therefore, children are cared for by staff that delight in what they do.

Strong partnership working with parents means children receive the best possible care. The parents contribute their ideas through the committee members who are very supportive of the staff. A parents' notice board and other useful information is readily available for parents. Arranged meetings with children's key person and an open door policy means every opportunity is in place to enable parents to discuss and support their child's care and learning. Parents comment positively on their complete satisfaction of every aspect of the pre-school. They comment of the ease in which their children settle, the friendly approachable staff and the progress their children make. Staff also work closely with others who are involved in the care of children to ensure there is continuity in their learning and their welfare needs 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	204366
Local authority	Thurrock
Inspection number	910376
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	74
Name of provider	Lampits Pre-School Committee
Date of previous inspection	10/03/2011
Telephone number	01375 360849mob07722595955

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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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