

Cedars Park Preschool & Schools Out Club

Cedars Park Community Centre, Pintail Road, Stowmarket, Suffolk, IP14 5FP

Inspection date

20/11/2013

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 requires improvement

- Members of the leadership team understand their responsibilities for meeting and implementing the requirements of the Early Years Foundation Stage. They have strong commitment and drive to further develop and improve the setting, to promote high quality teaching and care for all the children.
- Staff are very caring and attentive to the children and get to know them well as individuals. Consequently, children settle well and are developing confidence and are emotionally prepared for the next stage in their learning.
- Positive and trusting partnerships are established with parents. Open and regular communication between parents and staff supports parents' involvement in their children's learning and a consistent approach to meeting children's individual needs.

It is not yet good because

- The range of staff experience and training is variable, which results in the quality of planning and teaching being uneven, so not all children make best progress.
- On occasion, activities and resources available lack sufficient challenge and interest to motivate and inspire children's learning to promote good progress.
- Self-evaluation is not systematic or fully robust and does not focus sufficiently on the quality of teaching and learning.

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 in the main playroom and outdoor area and interacted, when appropriate, with the children.
- The inspector spoke with the nursery manager and the staff, at appropriate times, throughout the inspection and discussed activities with them.
- The inspector looked at children's learning journey development records, planning documentation and a selection of policies and children's records.
- The inspector checked evidence of suitability and qualifications of the staff.
- The inspector also took account of the views of parents spoken to on the day.

Inspector

Hazel Meadows

Full report

Information about the setting

Cedars Park Preschool and Schools Out Club was registered in June 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of two childcare settings that are privately owned. It operates from Cedars Park Community Centre, in Stowmarket, Suffolk. There is an enclosed area available for outdoor play. The pre-school and out of school club serve the local area and are accessible to all children.

The pre-school employs five members of childcare staff, three of whom hold appropriate early years qualifications at level 3 and level 4. The pre-school and out of school club open five days a week. The pre-school is open from 7.45am until 6pm, for 48 weeks a year. The out of school club opens before and after school during term time and from 7.45am until 6pm during school holidays. Both the pre-school and the out of school club are closed on bank holidays. Children attend for a variety of sessions. There are currently 69 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 meet the requirements of the Early Years Foundation Stage the provider must:

- ensure all staff are suitably deployed and have the appropriate qualifications, training, skills and knowledge to offer quality learning experiences to enable all children to make good progress in the development
- consider the needs of individual children and use this information to improve the planning and use of activities and resources, to offer a more challenging and enjoyable experience for children throughout the day.

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

- implement a systematic method of rigorous self-evaluation to effectively identify and promptly address aspects of the provision, which require improvement, for example, with regard to the quality of teaching and learning and staff deployment.

Inspection judgements

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

Children's initial capabilities are established by staff through discussions with parents, 'All about me' documents and their own observations. This helps staff to ascertain children's starting points and plan for the next steps in their learning. Individual learning journals are used to record and monitor children's ongoing progress. Written observations, often supported with photographs or examples of the children's work, are used by staff to identify any possible lines of development. However, the quality of observations and planning are variable, as some staff are still gaining experience and knowledge of how to monitor children's progress. The learning journals, including termly summaries, are regularly shared with parents. Parents' contributions about their children's learning and development at home are actively sought and added to the learning journal, to offer a fuller perspective of children's learning. Parents' evenings offer opportunities for parents to discuss their child's development in more depth with their child's key person. Staff work closely with parents of children with special educational needs and/or disabilities, to support their learning and development. For example, the pre-school swiftly responded to a parents' suggestion of easy grip scissors to support and enhance a child's physical skills. Consequently, children with special educational needs and/or disabilities are making continued progress and any shortfall in their ability is effectively reduced. Staff have documentation ready to undertake progress checks for children in the two- to three-year-old age range and understand how to complete these.

There are some very good examples of effectively promoting children's learning through strong practice and children enjoy their time at the setting. For example, small groups of children cluster around their key person for story time. Stories are well told with lots of expression and children are encouraged to participate. Children can see and hear clearly and are completely engaged, as they listen attentively and contribute their own thoughts and responses. Staff also get down to the children's level and extend their learning through joining in their small world play. For example, they encourage children to match farm animals with photographs and talk to them about the names of the animals, promoting conversation, matching and learning about the world. Some staff are skilled at encouraging children's conversation by asking open-ended questions and reflecting back what children say to them. However, the quality of teaching is variable and some opportunities are missed to promote and extend children's learning, which means that not all children make best progress. Staff currently have a varying amounts of experience and knowledge of the learning and development requirements of the Early Years Foundation Stage. This is reflected in the quality of planning and in the activities available for the children. All the areas of learning are covered and children's development is supported in the prime areas. However, activities are not always sufficiently appealing or refreshed during the day, to offer a good level of ongoing challenge and interest, to ignite and sustain children's curiosity and learning.

Children are generally developing the basic skills they need for the next stage in their learning. They concentrate and persevere for considerable periods with activities that engage them. For example, a small group of boys construct a very long train track,

planning how the pieces should slot together to alter the direction of the track. Children gain an understanding of technology as they competently use the pre-school camera to take photographs within the playroom. They have some opportunity to explore the natural world as they help grow flowers and are delighted to watch a grasshopper on the patio area. There are plans to enhance children's outdoor exploration, when the pre-school gains access to additional land outside. Children explore their community as they go out to post a letter, which arrives at the pre-school the following day. They have opportunities to find and recognise their name at snack time and as they self-register, helping them to understand that text has meaning. Outside, they learn how to balance on the bikes and use crates and planks to build their own constructions. Children, who attend after school are offered activities, more suited to their age and stage of development, on one side of the playroom but have freedom to play with items of their choice.

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

Children are introduced sensitively and gradually to the pre-school, which helps them settle well. Each child is allocated a key person to support them, who liaises closely with their parents, to ensure their transition from home into the pre-school is a smooth and positive experience. Parents complete an 'All about me' leaflet about their child and have ongoing discussions with their child's key person. This information is used well by staff to understand and meet children's individual needs. Staff are caring and attentive to the children and get to know them very well as individuals. Consequently, positive bonds and secure attachments are established between children and their key persons.

The pre-school is safe, welcoming and secure. An adequate range of resources is made available to the children, both indoors and outside. However, activities are not always changed between the morning and afternoon sessions. Therefore, children, who attend all day, are not offered fresh activities and resources, to stimulate their interest or motivate them to explore, to enhance their ongoing learning and development. Positive behaviour is promoted well through reminders and a consistent approach. Staff are good role models, speaking calmly and kindly to the children and treating them with respect. They effectively use positive strategies and clear explanations, to encourage and teach good behaviour. For example, to address a skirmish with the play dough, a member of staff asks children what they could do to help with sharing. One of the children suggests using a sand timer and goes to get it. Therefore, children are learning how to manage their own behaviour, such as taking turns and sharing.

Children have daily opportunities for fresh air, daylight and exercise in the outdoor area, promoting their health and physical development. They are encouraged to try to put on their own coats, promoting their independence. Children have some opportunities to learn to assess risks and their own capabilities and how to keep themselves safe, as they use balance bikes or climb on crates and planks. Road safety is taught and reinforced on outings. Reminders and consistent routines promote children's understanding of good hygiene habits and they are managing their personal needs well. For example, they wash their hands prior to eating and older children manage to wipe their nose independently and dispose of tissues appropriately. A healthy variety of snacks is provided by the pre-school and out of school club. Children are encouraged to try a variety of tastes and

textures, while staff remain acutely mindful of any dietary needs. Children sit in sociable groups at snack and mealtimes, with school aged and younger children sitting together, helping one another if required. The pre-school children are growing in confidence and independence, thus, developing skills to support and prepare them for their transition on to school. Staff promote discussions, stories and role play and organise visits from teachers and visits to the adjacent school. This helps to ensure that the majority of children are emotionally well prepared for the next stage in their learning.

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

Children are kept safe from harm as the leadership team fulfil their responsibilities to safeguard children. Robust recruitment procedures work effectively in practice to ensure suitability of staff. There is a thorough induction and probationary period and ongoing staff development is strongly promoted. All staff have attended safeguarding children training and understand their role and responsibility to protect children. Safeguarding policies and procedures are understood and effectively implemented in practice. Effective risk assessments are undertaken, enabling children to play freely and safely. Staff are mostly well deployed and are vigilant regarding security, for example, arrival and departure times are closely monitored, to ensure children are kept safe and only leave with authorised carers. The emergency evacuation routine is practised regularly, ensuring it works in practice and helps children to become familiar with the procedure, without being fearful. The competent manager has positive drive and commitment to provide high quality care and learning opportunities for young children. Her very good understanding of the requirements of the Statutory framework for the Early Years Foundation Stage supports and focusses her clear vision for future development. She is supported by a competent deputy and a number of experienced staff, who have all worked hard to establish the setting.

Since initially opening six months ago, the number of children attending the setting has increased considerably. As a result, additional staff have been employed. Newer staff are committed, caring and enthusiastic but are still gaining experience and currently, have received less training. This results in a variable understanding and approach to practice and teaching, to promote children's learning. Regular team meetings, one-to-one staff meetings and appraisals are being established to support staff development. The overall manager is monitoring the quality of the educational programmes. She realises that this is currently variable as a result of staff experience and recognises that staff development is a priority area for improvement. Initial self-evaluation and reflection has concentrated on the necessary practicalities of setting up a new group, for example, daily routines, the layout of the playroom and best use of available facilities. There is currently not a systematic method of self-evaluation to identify weaknesses and promote ongoing improvements and managers are considering the most effective way of addressing this. Nevertheless, recent managers' meetings have identified some well-targeted aspects, which require further improvement, including staff development and training to improve the quality of practice and teaching.

Staff have worked hard to establish very positive and effective links with parents and

other provisions the children attend. They communicate regularly with parents about their child's well-being and learning and development. This promotes a consistent and cohesive approach to supporting children's progress. Parents spoken to on the day of the inspection are very happy with the quality of care provided and how well their children are helped to settle. They confirm that they receive regular feedback about and are included in their child's progress and learning. Close and purposeful links have been established with the adjacent school, which the majority of children will attend. Safe and efficient procedures have been established with local schools to ensure the safe transfer of children to the out of school club. Effective partnerships are established with local children's centres and other early years professionals, to identify and meet children's individual needs. This ensures that any additional support or interventions required for individual children, are swiftly put in place.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY465715
Local authority	Suffolk
Inspection number	922570
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	69
Name of provider	Michelle Samantha Baker
Date of previous inspection	not applicable
Telephone number	07854 682178

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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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M1 2WD

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