

Tudor Cross Pre-School

Community Centre, 46 Crooked Mile, WALTHAM ABBEY, Essex, EN9 1QD

Inspection date	19/11/2013
Previous inspection date	13/12/2010

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

- The quality of teaching is good as staff plan challenging activities, join in with children's play and offer support when needed. Therefore, children make consistently good progress towards the early learning goals.
- There is a very good key person system in place and staff meet children's personal care needs very well. Consequently, children to feel safe and form trusting relationships.
- The pre-school is very well managed and staff are clear about their roles and responsibilities in keeping children safe. There positive partnerships with parents and other providers supports consistency in children's care and learning.

It is not yet outstanding because

- There are not consistently available resources for children to explore mark making in the outdoor area.
- Although the programmes for professional development are good, staff do not yet observe one another to clearly evaluate the impact of their practice.

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 hall and the outside learning environment.
- The inspector viewed a range of policies and observed procedures relating to safety.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the pre-school parent survey.
- The inspector held meetings and conducted a joint observation with the manager.
- The inspector looked at children's assessment records and planning documentation.

Inspector

Linda du Preez

Full report

Information about the setting

Tudor Cross Pre-School is run by company made up of directors who are employed by the pre-school. It opened in 2002 and operates from one hall of the community centre in Waltham Abbey, Essex. There is an adjoining kitchen and toilet facilities and an enclosed area available for outdoor play. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are currently a total of 52 children on roll, all of whom are aged between two and just over three years. Children attend a local nursery within a nearby primary school after they turn three-years-old. The pre-school is open each weekday from 9am until 3pm during school term times. Children attend for a variety of sessions. The pre-school currently 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, two hold early years qualifications at level 2, three hold early years qualifications at level 3 and the manager holds Early Years Professional Status. The pre-school provides funded early education for two- and three-year-old children.

What the setting needs to do to improve further

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

- provide a wider range of freely available resources for children to explore and distinguish between the different marks they make with particular regard to outdoor play
- strengthen the good systems for professional supervision further by focusing sharply on the impact of staff's practice through peer observations.

Inspection judgements

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

Children make good progress in their learning and development in this welcoming and busy pre-school. Children attend from the age of two years to just over the age three, before transferring to a nearby nursery at a local school. Staff plan a good range of activities, which are based on their accurate assessments of what children know and can do. They carefully take account of children's interests to plan for children's next steps in learning. Staff engage with parents from before children start attending through to when

they move on, to exchange a two-way flow of information about their progress at home and within the pre-school. These child focused systems ensure that each child makes the best possible progress and has an enjoyable time as they learn through play.

Staff encourage children as they play by joining in and offering lots of praise and encouragement. For example, as children build with train tracks they encourage them to think about what they are building and why. Children develop active imaginations and express their ideas because of this support. They talk about how they are building tracks for 'driving through the snow'. Children enjoy exploring in the well-resourced role-play area and staff join in with them, encouraging them to think about what they may need to 'buy from the shop'. Children respond by agreeing what they will need and going to buy 'dishwasher tablets' for their 'home'. They learn to share and collaborate as they take turns buying and selling at the pretend shop. These positive activities enable children to imagine and recreate roles and experiences in play situations, as they develop skills for their future learning.

Staff provide a good range of resources for children to explore mark making, such as, pens, pencils and chinks. However, these are not always readily available in the outdoor area. Nevertheless, children enjoy a good range of outdoor learning experiences, such as riding bikes and jumping in hoops. Staff make the most of children's enthusiasm during outdoor play to challenge and teach them about colours and numbers. They ask children to match up the large and small colour hoops and to describe their sizes and colours, as they count them. Children respond by successfully matching them and delight in the positive praise they receive from staff. Staff support children's language and communication particularly well. Children enjoy listening to stories during group activities and cuddling up to staff in the cosy book area. Staff teach them new words and encourage them to think about what may happen next in the story. They give children plenty of time to think through their ideas and share their thoughts. Staff learn key words in children's home languages and work closely with parents to help children catch up in spoken English. When children are not progressing consistently, staff work closely with other professionals to offer targeted support, so that children catch up rapidly. Therefore, all children develop the key skills needed for the next steps in their learning.

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

Each child is allocated a key person who finds out about their background and needs before they start attending the pre-school. Each key person is paired with a 'buddy' who knows the children as well, and can step in when necessary. This positive approach demonstrates the staff's commitment to meeting children's needs and making the settling-in experience personal and intimate. As a result, children feel emotionally prepared, and settle very quickly in the pre-school environment. Upon arrival in the morning children become excited and enthusiastically explore the toys available to them. Some children greet visitors confidently and invite them to join in with their play. They encourage visitors to build towers with rubber rings and clap as the towers get taller. These interactions show that children have a positive attitude and are confident and outgoing.

Staff are very well deployed and they work well together to maintain a clean and efficient environment. They teach children to put on their coats and challenge them to try to do this for themselves. During meal times, children successfully serve their own food and slice fruit with safety knives. Therefore, children become extremely independent from a very early age. Staff focus strongly on supporting children to become independent in order to prepare them for the next stage in their learning.

Children make good progress in their physical development. They take safe risks with toys and equipment as they jump over stepping blocks and through hoops in the outdoor area. Staff teach children about good health throughout the routine through gentle reminders about washing and drying their hands properly. Staff work closely with parents to help children to become confident using the toilet independently, when they are ready. They are always sensitive to children's needs and they use their good understanding of children's development support their progress. Staff are very positive role models who provide clear guidelines and boundaries to support children's behaviour. They teach children about the importance of sharing and thinking about the feelings of others. Consequently, children behave well and play together positively together, which supports their social development and skills for the future.

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

The manager and her team have a consistently good understanding of the safeguarding and welfare requirements. The manager puts clear policies and procedures in place to maintain a safe and secure environment. She ensures that staff implement them following induction periods and regular staff meeting. The procedures for children's arrival and departure at the pre-school are well thought out and executed by the vigilant staff team. The manager ensures that children are supervised at all times and that the correct ratios are maintained. The premises are secure and all visitors show their identify and sign in a book. Staff carry out risk assessments to check that the premises and equipment are safe. Staff know the procedure to follow should they have any concerns about the protection of a child in their care.

The manager and her team have a good understanding of the learning and development requirements. Staff assesses children's learning and development accurately to support their progress across all areas of learning. The manager reviews the observations, assessments and planning regularly to make sure that they are accurate. She checks that all children are progressing towards the learning goals and identifies any gaps in their learning. The team are very reflective and evaluate the provision well to identify anything which they could improve. Parents complete questionnaires and their response forms part of the evaluation. There have been significant improvements since the last inspection including improved documentation, planning and routines. Consequently, the routines and activities are now very well planned and suitable for the age of children attending. Many staff have gained additional qualifications and attended a good range of training courses since the last inspection. This has enabled them to improve their skills in supporting children's learning and development. However, staff do not yet consistently evaluate the

impact of their practice on children's learning. Nevertheless, the manager conducts effective supervision meetings to establish training needs and to drive improvement.

Staff have formed strong partnership with parents, who are kept very well informed about their children's routines, care and learning. During the inspection parents said that they appreciate how caring staff are and how well they supervise the children to keep them safe. Staff work in partnership with a nursery located within a nearby primary school. The manager attends weekly meetings to exchange information and support continuity in children's care and learning. Staff work in close partnership with other agencies to fully support children with special educational needs and/or disabilities. Consequently, all children make consistently good progress relative to their starting points and are positively included in this welcoming pre-school.

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	EY152486
Local authority	Essex
Inspection number	943312
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	52
Name of provider	Tudor Cross Pre-School
Date of previous inspection	13/12/2010
Telephone number	01992 766444

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

