

Gingerbread Pre-School

The Bakers Hall, Crossfield Way, FRITON-ON-SEA, CO13 0LL

Inspection date

Previous inspection date

17/01/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 happy and settled. They build strong attachments with their key person during the settling-in process.
- Practitioners plan a range of high quality activities, inside and outside, that help children extend spoken language, think critically and solve problems.
- Practitioners promote children's communication and language skills well through talking and asking them questions about their play and during activities they undertake.
- Partnerships with parents are built and daily discussions ensure that the parents are informed of how their child has progressed each day.

It is not yet outstanding because

- Discussions with parents about the specialist requirements of their children are not always understood by all staff to support children's individual health needs.

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 playroom and outside learning environments.
The inspector looked at a range of records, staff suitability, policies and procedures
- and children's learning journey progress records and a range of other documentation.
- The inspector held discussions with the practitioners and parents at appropriate times throughout the inspection.
- The inspector undertook a joint observation with the manager and interacted with the children.
- The inspector took into account the views of several parents spoken to during the inspection.

Inspector

Amanda Popplewell

Full report

Information about the setting

Gingerbread Pre-school was registered in 2013 on the Early Years Register. It is situated in Kirby Cross, near Frinton-on-Sea, Essex. It is managed by a board of trustees as a charitable setting. The pre-school serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The pre-school employs four members of childcare staff. Of these, two hold qualifications at level 3. The pre-school opens Monday to Friday during term time only. Sessions are from 8.50am until 11.50am and there is a lunch club available from 11.50am until 12.50pm.

There are currently 28 children attending the pre-school who are in the early years age group. The pre-school provides funded early education for three- and four-year-old children. It supports children with special educational needs and/or disabilities. Children attend for a variety of sessions.

What the setting needs to do to improve further

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

- extend the current procedures to ensure that care plans are understood by all staff and consistently implemented to support children's individual health needs.

Inspection judgements

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

Staff challenge children's learning by providing them with opportunities to guide their own play and learning in the inside and outside learning environment. Planning is implemented on a daily basis. It is based upon the interests of the children within the seven areas of learning, focusing on the prime areas and incorporating specific areas on a weekly basis with adult-led activities. It enables children to be actively involved in their own learning and provide challenge from adults. Key persons observe the achievements of their key children and record these observations in photograph and written form. These are then transferred to their key child's learning journey. Next steps are highlighted in half termly reviews to monitor the progress of their key children. Parents are informed each session regarding how their child is progressing and learning journeys are accessible so that parents can discuss their child's development with their key person. Staff undertake the progress check for children once they have reached two years of age. This allows the staff to identify the gaps or concerns with their learning. Consequently, additional help and support can be provided to ensure that all children are able to make good progress in their

learning and development.

There is a range of equipment and resources available that enables children to participate in play which covers all seven areas of learning. For example, children explore number, quantity, colour and counting when they join with a skittle making activity. Children are provided with opportunities to mark make and to develop their hand writing skills by freely accessing pens, crayons and brushes. In the outside environment they use large chalks on the floor. When completing creative work staff encourage the children to write their own name and draw recognisable shapes. Communication and language is promoted by practitioners, extending the children's discussions and promoting curiosity by questioning what they are doing and what they would like to do next. Children's thinking is extended during a creative activity, based around how much sand they could fit into plastic bottles. Children develop an understanding about knowledge of the world through a range of experiences. They explore nature in the garden, looking at birds nesting in the tree and looking at hedgehogs and habitats. They enjoy visitors coming into the setting with various animals. The cosy area incorporates a canopy and soft furnishing that the children can sit in and explore books quietly. The role play area is a pizza shop where the children have the opportunity to manipulate play dough, put objects in it and paint it to create their perfect pizza. Technology, such as, a till and phone are then used to order them. Staff get down to the children's level and actively encourage all children to be involved and engaged with the resources available. Where a child has a dual placement, the setting has incorporated a sharing diary, which identifies the progress children are making. Links with the schools are being made and children are developing skills for school life. For example, children are beginning to take turns and listen for instructions. They learn how to put their coat on and off when accessing the outside area.

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

Children are happy and confident and settled in the pre-school environment. Effective settling-in processes ensure that parents, children and key persons are well prepared for the transition from home to the pre-school. This is tailored to each individual child. Home visits are offered and parents are invited to stay as long as they would like until their child settles. The children and parents complete an all about me booklet, which enables the staff to gain a good knowledge of the children's family set up, siblings, likes and dislikes. They provide opportunities for children to move freely between the outdoor and indoor environment, making choices about how and where they play. The pre-school room is welcoming and thoughtfully resourced to promote curiosity in play. Children can guide their own play and learn important decision making skills. Children behave well and follow simple rules, such as, using a timer for tidying up at the end of the session.

A healthy, nutritious mid-morning snack enables the children to enjoy a range of foods. Children are able to make choices of when they sit at the snack table and are encouraged to butter their own cracker and peel their banana. The staff incorporate discussions regarding the bananas and spreading of the butter. Daily routines, such as, hand washing after using the toilet and before eating meals enables the children to develop a competent understanding of hygiene practice, which keeps them safe and well. Free flow access to

the outside environment allows the children who learn better outside to flourish. Children know that fresh air and exercise are good for them. They enjoy taking turns throwing and catching balls, mark making and exploring a mud cafe. Children are taken off-site to visit shops, garages and the laundrette.

Children are beginning to develop an understanding about their own safety, for example, through visits from the police and learning to walk and not run inside. Children's transitions in life are well managed by the staff, preparing them for the future. Good communication between the key person and the parents ensures that the key person is informed daily of what events are happening in the children's home life. For example, a cat having kittens, holidays and appointments made.

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

The pre-school is managed by a board of trustees as a charitable setting. Effective systems are in place to ensure that children remain well protected from harm. Practitioners are aware of the signs and symptoms to look for should they have any concerns about a child in their care. They know how to make a referral to ensure that children are safeguarded. Practitioners regularly update their safeguarding knowledge through appropriate training. All adults working with the children have been vetted and proof of the checks used to assess their suitability are available to view. Daily risk assessment checks are carried out both inside and outside. As a result, this ensures that children are protected from any potential hazards and they remain safe while attending the pre-school. Children understand important safety routines, such as, fire evacuations as these are practised during a session. Appropriate records and documentation is in place and generally well completed. However, some staff are not always aware of all information about specific care needs and there is no specific plan of action to follow in an emergency.

There are clear systems in place for supervising and monitoring the work of staff through three-monthly reviews. These enable training needs to be identified, discussing strengths and weaknesses in individual practitioners. Training programmes are put together to enhance practice. The manager reviews a specific focussed activity, evaluating the provision and children's learning. The manager and practitioners are beginning to document a self-evaluation, highlighting any feedback from parents. The manager has evaluated the practice in the pre-school. As a result, the children's learning journey records are being developed to further define the links with the development bands.

Partnerships with parents are strong. The pre-school sends out regular newsletters to parents and also keeps them informed of daily activities through a blog. Parents spoken to at the time of the inspection share positive comments regarding the pre-school. They state that their children have 'settled in well to the environment' and that their children are 'progressing well in their learning'. Parents feel involved in their children's pre-school life, for example, sharing what they do at home with the key person and being involved in Christmas plays. Parents' views are obtained through completing questionnaires to reflect that their input is valued. The pre-school is linking with the local primary school and

inviting the teacher to visit and share the children's learning journeys before they start school. This aids a smooth transition for children moving from pre-school into the reception class.

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	EY466924
Local authority	Essex
Inspection number	932460
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	28
Name of provider	Gingerbread Pre-School
Date of previous inspection	not applicable
Telephone number	01255 852961

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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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