

# Rodings and Easters Pre-School

High Easter Village Hall, The Street, HIGH EASTER, Essex, CM1 4QS

<b>Inspection date</b>	27/01/2014
Previous inspection date	25/03/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	2
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

- Children are happy, settled and secure. They relate well to the staff and are confident to ask for help when needed.
- Effective links exist with local schools to promote smooth transitions and continuity in children's learning and development.
- The staff keep children safe as they have an appropriate knowledge and understanding of their safeguarding responsibilities.

### It is not yet good because

- The staff are not using consistently effective teaching strategies or making the most of resources to ensure that children are challenged to reach their full potential.
- Planning and assessment is sometimes inconsistent and does not effectively support all individual children's learning, development and progress. In addition, the opportunities for parents to become involved in their children's learning are not fully developed.
- Routines, such as, snack times are not consistently used to provide valuable learning experiences.

## 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 learning environment and on an outing.
- The inspector carried out a joint observation with the manager.
- The inspector held discussions with the management, staff and children.
- The inspector viewed a sample of the children's development records.
- The inspector saw evidence of suitability and qualifications of the staff, self-evaluation, risk assessment, policies and procedures and other documentation in relation to health and safety checks.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Patricia Champion

## Full report

### Information about the setting

Rodings and Easters Pre-School was registered in 2002 and is on the Early Years Register. It is one of two pre-schools run and managed by the same formal partnership. The pre-school operates from a village hall in High Easter, Essex. The pre-school serves the immediate locality and the surrounding areas. The pre-school opens Monday, Tuesday, Thursday and Friday during school term times. It sometimes opens on Wednesday, when there is a demand. Sessions are from 9.30am until 2.30pm.

There are currently 38 children attending who are within 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.

There are currently eight staff working directly with the children. Of whom, three staff have an appropriate early years qualification at level 3 and two staff hold a qualification at level 2.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the planning of continuous everyday resources and review how activities are presented, to ensure there is a consistently challenging and enjoyable experience for each child in all of the areas of learning and development
- conduct regular and more precise observations and assessments to shape learning experiences for each individual child.

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

- strengthen the opportunities for parents to contribute to children's ongoing learning, for example, by recording their own observations in children's development records so that a more all-round picture of each child's development is gained
- ensure that everyday routines, such as, snack times provide valuable learning opportunities for children and enable them to fully develop their independence skills.

## Inspection judgements

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

The staff have a basic understanding of the revised Statutory Framework for the Early Years Foundation Stage. They ensure that children enjoy their time in the pre-school by offering experiences that broadly cover the seven areas of learning and support children's development in the prime areas. While staff plan acceptable adult-led activities, less emphasis is placed on planning for the continuous provision. This means that the activities offered for children to choose for themselves are sometimes mundane. The resources are not always organised to inspire and challenge children to investigate, experience new things and 'have a go'. Consequently, children are not always motivated to participate in, or persevere with, the activities. The staff carry out observations of children as they take part in activities and some staff provide specific examples of how children have made progress in various areas of learning. The staff are well aware of their responsibility in completing the required progress checks for children when they reach the age of two and adequate reports are completed. However, individual assessments of children's achievements are not consistently recorded and are variable in quality. These inconsistencies in teaching mean that it is sometimes difficult for staff to plan or determine whether children are making better than steady progress.

There are some suitable opportunities for children to develop the skills they need in readiness for school. For example, staff plan group activities each day and these encourage children to take turns in conversation. Children become confident communicators as staff engage in play with them. They ask carefully formed questions to elicit interesting answers and take time to listen to them. Children have access to writing materials and are given opportunities to look at books for pleasure each day. They learn to solve problems as they play with jigsaw puzzles or construction toys. Children carefully look at the shape and design of the pieces to see where they match and they enjoy building models. They show pride in their achievements when they show their finished work to visitors. There are suitable systems in place to support children with special educational needs. Activities are adapted and specialist equipment is provided to ensure that all children can participate in activities.

Children are reasonably well placed to continue their learning at home because staff display information about the activities each day. Parents also learn about their children's achievements in the pre-school through regular consultations with the key persons. However, the staff do not keep the children's individual development records on site and this means that parents are not able to read about their children's progress whenever they wish. In addition, parents are not encouraged to contribute their observations of the children's starting points or their ongoing learning at home to the development records. This means that planning for children's learning is not always sharply focussed, as the key persons are not consistently obtaining a complete all-round view of children's interests and achievements.

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

Interactions and relationships between staff and children are positive. Children are at ease with staff and happily go to them for comfort, reassurance and support. There are sensitive settling-in procedures. On entry to pre-school, each child is assigned a key person who provides appropriate support for children's emotional well-being and reassurance for parents. This means that the key persons get to know the children well and find out about their family backgrounds. The key persons also ensure that parents provide them with important information about children's dietary or medical requirements so they can efficiently meet their individual care needs. Children are supported in their move to school when they go on visits to meet teachers and observe special events, such as, Christmas plays and the harvest festival. This supports children's emotional well-being and encourages children to feel safe and secure in a new environment. The staff help promote continuity in children's development by helping them complete 'I can do' booklets with drawings that indicate what they learn in pre-school. They take these booklets home to share with parents and their new teachers as they transfer on to school.

Children develop healthy lifestyles as they have opportunities for physical play each day. They develop their coordination when they use the indoor climbing frame. Space is also cleared in the hall for children to exercise and participate in circle games. As the pre-school does not have a dedicated enclosed outdoor area, the staff make efforts to take children on outings in the village. Prior to each outing, children are encouraged to talk about the potential hazards they may face. They learn about road safety and know to use their eyes and ears when looking out for cars. The staff closely supervise children on outings and wear high visibility jackets so they can easily be seen by passing traffic. Children also learn about their personal safety when they practise fire drills. This means they can evacuate the premises swiftly in an emergency situation.

The staff take a positive and consistent approach to behaviour management and encourage politeness and good manners at all times. Children form friendships with one another, learn to take turns and share as they play together. Although the pre-school has an adequate variety of resources, children are not always offered a wide enough selection at every session. This means that sometimes children are not consistently able to make decisions and extend their ideas using high quality play materials. Children use appropriately sized furniture so they can play and eat in comfort. At lunch times, children learn to manage their lunch boxes by opening containers and they wash up their plates. Children help themselves to drinking water throughout sessions and this prevents them from becoming dehydrated. However, snack times are not always used effectively to promote children's independence skills as they are not encouraged to prepare and serve their food. In addition, the rigid timetable at snack time interrupts children's active play and enjoyment of activities, particularly when they have to tidy away resources they do become involved with.

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

Staff have developed an appropriate understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. The required policies, procedures and health and safety records are well maintained. Children are protected as staff have a clear and confident understanding of child protection and what they would do in the event of a concern about a child in their care. Appropriate recruitment and vetting systems are completed to ensure that staff are suitable to work with children. Children play in a secure, safe environment where staff complete daily safety checks. The staff are vigilant about the security of the children. Entrance doors remain locked during sessions and visitors are closely monitored. Overall, the action and recommendations from the last inspection have been adequately addressed. The safeguarding policy now includes the procedures if there was an allegation against a member of staff and risk assessments are regularly reviewed. The activity planning includes some differentiation so that children are supported in their learning. However, there is less emphasis on ensuring that individual children are suitably challenged.

The managers have a reasonable understanding of the learning and development requirements. They provide staff with acceptable documentation so they can track children's progress to ensure that no child gets left behind. Self-evaluation is satisfactorily carried out as some priorities for development are identified. Regular staff meetings are held to ensure that all the key persons have input into the activity planning. The managers monitor staff performance both informally through working alongside the staff and more formally through annual appraisals. This means that some training needs are identified. As a result, staff update their first-aid training every three years so they can continually deal with emergencies. However, the staff are more reluctant to attend training courses to improve their level of qualifications. There has also recently been limited contact with local authority advisors. This means that teaching and practice is not consistently rooted in a secure and up-to-date knowledge of how young children learn best.

Relationships with parents are friendly and relaxed. General information about the pre-school and children's well-being is exchanged in a variety of ways. For example, parents receive newsletters and information is shared verbally at either end of pre-school sessions. The managers also liaise with a parents' forum to discuss ideas and suggestions for improvements. Several parents were spoken to during this inspection. They say the staff are friendly and approachable and compliment the staff team on the way they give their children confidence before starting school. The staff have built effective partnerships with the nearby schools to ensure that there are smooth transitions when children enter into full-time education.

## 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

<b>Unique reference number</b>	EY220810
<b>Local authority</b>	Essex
<b>Inspection number</b>	872470
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	38
<b>Name of provider</b>	Rodings and Easters Pre-School Partnership
<b>Date of previous inspection</b>	25/03/2009
<b>Telephone number</b>	07985 013 978

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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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