

Latchingdon Sessional Pre-School

The Street, Chelmsford, CM3 6JS

Inspection date

Previous inspection date

04/03/2014

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 enjoy free choice from a wide range of easily accessible resources, allowing them to be active learners as they make decisions and spend time at their chosen activity.
- All children show very strong, effective attachments both to staff and to one another. They demonstrate their sense of belonging and are confident, eager learners who stay fully engaged at all times.
- Children's safeguarding receives a high priority. They are cared for by suitably qualified and experienced staff who ensure that the environment is safe and secure, and that all concerns are dealt with promptly and appropriately.
- Children benefit from the effective partnerships that exist between the staff and parents. Information is regularly shared to support children's care and learning.

It is not yet outstanding because

- On occasion, the planning and resourcing of activities lacks attention to detail. There is scope to improve the opportunities for children to have literacy resources in the role play area and open-ended and natural resources in the outdoor area.

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 interacted with children in the playrooms and in the outside area.
- The inspector held discussions with the provider and the manager, and carried out a joint observation with the manager.
- The inspector viewed a sample of documentation including evidence of staff checks, some policies and children's development profiles.
- The inspector took account of the views of parents spoken to during the inspection.

Inspector

Sarah Williams

Full report

Information about the setting

Latchingdon Sessional Pre-school was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a converted classroom in the grounds of Latchingdon Church of England Primary School in the village of Latchingdon, Essex. It is run and managed as a not for profit limited company. The pre-school serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

There are currently 36 children on roll, all of whom are in the early years age range. The pre-school opens Monday to Friday, during school term times. Sessions are from 8.45am until 3.15pm. Children attend for a variety of sessions. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports children with special educational needs and/or disabilities. The pre-school employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. Two staff are working towards a qualification.

What the setting needs to do to improve further

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

- maximise children's creative thinking and problem solving skills, from planned activities by carefully considering the supporting resources. For example, by including literacy resources in the role play area and open-ended and natural materials in the garden.

Inspection judgements

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

Children make good progress towards the early learning goals and gain the skills they will need for future learning, such as starting school. They are encouraged to be independent and make choices, by having free choice from a range of toys and activities. They listen very well and enthusiastically join in with group discussions, such as at registration and story time. Children count reliably to ten and beyond, and those who show readiness begin to write their names. The lunchtime session is specifically organised to help children become familiar with the routines they will meet when they start school. As they enter their final term, children start to think about their primary schools and make a series of visits so they feel comfortable when the time comes to move. The pre-school has forged links with the various schools that children move on to and use photographs to show children what they can expect to see when it is not possible to make visits. Additionally, the reception teachers are invited to come and see the children at pre-school, so they can

get to know them. Staff at Latchingdon Pre-school use a variety of teaching methods to help children learn and develop. Children are comfortable working alone, in pairs or in a small or larger group. This allows their individual styles to be catered for, and ensures all children are included. By building in flexibility, and responding to spontaneous ideas, the day flows smoothly and children remain fully engaged in worthwhile activities. On occasion, activities lack the full range of resources. For example, in a role play hairdresser's salon, children have no telephone, appointment book, magazines and images to prompt discussion about different hairstyles and products to further promote their literacy skills. In the garden, children enjoy free movement and use the toys set out for them, or that they request. However, the range of equipment includes few open-ended resources for children to use creatively and develop their problem-solving skills imaginatively.

Staff use the weekly planning sheet to ensure that children have a varied range of resources available each day. Staff are dedicated and approach their work with enthusiasm. This motivates the children and helps them to feel confident and able to take a full part in pre-school life. All areas of learning are addressed and the prime and specific areas promoted. Children enjoy sharing books because staff show that they are interested, and make themselves available to read with the children. The children form friendships and learn how to get on with one another, share and take turns. They have opportunities for physical development, both fine motor skills as they use tools for crafts and making marks, and larger movements in the outside area when using the wheeled toys, slide and balancing toys.

Staff observe the children and use their observations to compile a development profile for each child. These contribute towards a well-written termly report which is shared with parents and includes next steps in learning, so parents can continue with these goals at home. Children who require additional support from outside professionals are helped to make progress as the pre-school works closely with parents to follow the individual educational programmes suggested, and carry out regular reviews. Parents report that they appreciate this support and that they feel their children make very good progress as a result of attending the pre-school. A progress check at age two is carried out for all children and parents can share the outcome with their health visitor to ensure that children are developing at expected levels, or to provide additional support in a timely fashion if this is required. Many photographs are stored in small albums for children and parents alike to revisit and recall past events and outings. These illustrate the wide range of activities enjoyed over a period of time. The partnership with parents is strong and effective: they support the pre-school by accompanying children on outings, such as the very successful beach day, which is set to become a regular feature. Parents say they have no hesitation recommending the pre-school to friends and family as they feel their children enjoy attending and do very well, and that all the staff are approachable and friendly.

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

A strong feature of this pre-school is the attachments and bonds that children develop, both with their key person and the other staff caring for them, and also with their peers. They demonstrate their strong emotional well-being and sense of belonging through their confidence and ability to choose an activity and persevere with concentration on what they want to do. For example, two boys work together on a puzzle, cooperating and allowing one another to take turns. A girl makes a glittery, personalised card for her grandmother after talking to staff about a special birthday. In the garden, a child confidently plays ball with a visitor, smiling and clapping when he manages to catch the ball, and trying a few new moves. Children very clearly understand the routines and even children who have been attending a short while respond to the cues appropriately. A two year old calls to her friend 'come on, it's time to sit here now!' when registration is called. Behaviour at all times is very good and children show they feel comfortable and 'at home'. Staff work with parents from the earliest days; by finding out each child's stage of development they can begin to plan for them straight away, and deliver the care and learning they need. For example, when children are learning to use the toilet, staff are vigilant and remind or ask the children frequently if they need to go to the bathroom. By helping them succeed, children's confidence and self-esteem is boosted.

Children enjoy a balanced snack menu, featuring fresh fruit, vegetables and hearty options, such as toast and crumpets. Sometimes, foods offered are linked to topics and seasonal events, such as Chinese New Year. This way, children learn about what other people may eat in different parts of the world. At lunch time, children sit in small groups with an adult at each table, and enjoy a sociable and relaxed meal. They chat about the foods they are eating and why some foods are good for them. This is seen as an important part of sessions as it teaches children social skills as well as attitudes and values that promote a healthy lifestyle. A drinking fountain provides children with fresh water at any time and they can help themselves, staying hydrated. Children enjoy fresh air and exercise every day. The weather does not prevent them using the outdoor area as they all have boots and protective clothing, either sent from home, or provided by the pre-school. Staff keep a supply of 'spares' available so no child misses out on this part of the day. Children's specific medical or health needs are well known and catered for, and any accidents are dealt with by trained first aiders. Children learn about keeping themselves safe as fire drills are part of the routine so every child knows what to do in the event of an emergency evacuation.

Parents are confident in the care their children receive. They feel well informed and able to contribute to the pre-school by talking to staff about what the children do at home. A system of 'wow' moments is working well: parents can tell staff about special achievements and positive moments, these are then celebrated and displayed in the pre-school before being added to each child's development profile. This helps children understand the home-school link. A daily diary system is used effectively to communicate between home and the pre-school, and for any child who attends another early years setting, including a childminder, there are arrangements in place to share information to aid continuity for the children. The pre-school intends to start making home visits for new children for the next intake, as it is felt this will be beneficial in starting to build a firm partnership with parents in advance of children's attendance.

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

Children's safeguarding receives a high priority and the manager has attended higher level training to enable her to take a lead role in child protection and ensure that all staff are able to respond to any concerns promptly. This means that children are protected from harm or abuse and any required action to support them is available without delay. Robust recruitment processes and checks for ongoing suitability ensure that children are cared for by suitably qualified and experienced staff, who possess the right attitudes and abilities to care for the children well and address their educational needs. The environment, and any outings, are fully risk assessed and attention is given to all matters of security and safety. For example, visitors are signed in and given a protocol to follow, so they know how to preserve children's safety. This includes the policy in regard to the use of mobile phones and cameras. The toys, furniture and equipment are all well-chosen, and good use is made of the internal layout so that children can move about freely and safely, while accessing resources from the labelled boxes and trays if they want anything other than what is set out for them.

The provider supports staff who are undergoing training and provides ongoing professional development by mentoring and supervising staff at regular intervals. In this way, training needs are identified and practice is kept fresh and abreast of new ideas and trends. The pre-school benefits from a very stable and dedicated staff team, and strong leadership from the provider, who is also the day-to-day manager. The robust monitoring of the educational programmes ensures that staff are confident in the delivery of a broad range of experiences that are planned to help children make good progress in all areas of learning. The provider completes an evaluation which describes the main features of the pre-school, and she is able to describe some of the identified areas for improvement. For example, there are plans to provide a covered outdoor space so children can use the area all year round, and a wish to increase the number of visitors to the setting who can show children what they do, such as a dental nurse, a vet, and other people who help us. These are things which will directly impact on children's experiences in a positive way.

By being open to advice and guidance from outside sources, such as the local authority development team, and the area Special Educational Needs Co-ordinator, the provider demonstrates her ability to make continuous improvements and work successfully with outside partners. Parents' and children's views are sought and where possible incorporated into the day-to-day operation of the pre-school. For example, children are asked what toys they would like to see and offered the chance to choose some of these from catalogues. This aids their sense of ownership and pride in their pre-school. Parents are offered surveys to complete and a suggestions box is available at all times. The pre-school has a strong community presence, which contributes to its popularity and success. The location encourages very effective links with the primary school, which make for a seamless transition for those children who will go on to attend there.

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	EY470664
Local authority	Essex
Inspection number	936772
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	36
Name of provider	Latchingdon Sessional Pre-School Limited
Date of previous inspection	not applicable
Telephone number	07731107725

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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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