

# Stanway Pre-School

Little Hands Children's Centre, Stanway Fiveways Primary School, Winstree Road, COLCHESTER, CO3 0QG

## Inspection date

14/05/2014

Previous inspection date

08/02/2012

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

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

- Staff have a very good awareness of how to observe, assess and plan interesting activities to support individual children's development. As a result, children enjoy their learning and make good progress.
- Children explore diversity through a variety of different activities and subsequently, learn to recognise similarities and differences, and develop respect for others.
- The staff understand fully how to identify and report child protection concerns which ensures that children are protected from harm. The leadership are reflective and constantly review their working practices to ensure good learning outcomes for children.
- There is very good partnership working between parents and the staff which has a positive impact on children's learning and development.

### It is not yet outstanding because

- Staff do not always support children's thinking skills by using open-ended questions.
- There is scope to support children's transitions to other early years settings further in order to promote continuity in their 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 both the indoor and outdoor learning environments.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the managers of the provision.
- The inspector looked at children's assessment records and planning documentation.
- 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 setting's own parent survey.

## Inspector

Suzanne Smith

## Full report

### Information about the setting

Stanway Pre-School was registered in 2011 and is on the Early Years Register and compulsory and voluntary parts of the Childcare Register. It is situated in Colchester, Essex and is run by a committee. The pre-school serves the local area and is accessible to all children. It operates from a children's centre within a primary school and there is an enclosed area available for outdoor play. The pre-school employs 10 members of childcare staff. Every member of staff hold appropriate early years qualifications at level 3 including one member of staff who holds an early years degree and one with a foundation degree. The pre-school opens term time only. Sessions are from 8.55am to 11.55am and 12.05pm to 3pm. Children attend for a variety of sessions including a lunch club. There are currently 64 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 with special educational needs and/or disabilities.

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

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

- enhance staff teaching and their use of open-ended questions, for example, by developing peer-on-peer observations to support exceptional outcomes for children
- strengthen further the communication with other early years settings in order to share children's progress and promote continuity in their learning.

## Inspection judgements

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

Children show real delight in their play at this vibrant and interesting pre-school. There is a wide range of resources offered to the children that cover the seven areas of learning. Teaching is rooted in good knowledge of how to observe, assess and plan for children's learning. Staff compile comprehensive learning journals that clearly show children's stage of development. The next steps in children's learning are identified and as a result, the planning is adapted for individual needs. For example, a child's next steps are to develop her understanding of mathematical concepts and an awareness of heavy and light. The key person identifies how to support her learning through an activity and adapts the planning accordingly. Consequently, the child takes an active part in her learning as she explores new concepts during water play. The key person supports the child and skilfully develops the next stage of learning. The staff are all well-qualified and this has a good impact on children's learning. However, there are occasions when children's thinking skills are not fully supported. This is because staff do not always use open-ended questions and give time for children to think before they answer.

Children are making strong friendships and this promotes their personal, social, and emotional development. They thoroughly enjoy digging in the fruit and vegetable patch and talk together as they investigate the garden. Other children sit in the book corner and share stories together. Children are confident to talk to staff and explain what they are doing during activities. This helps to promote the development of communication and language skills. There is a good balance between activities that children choose to do themselves and those that are led by an adult. During group times children have the opportunity to practise their phonic skills. Staff hold up a colourful card and explain they are looking for words that begin with 'ch'. Children are eager to take part and prompted by the pictures, call out that 'chocolate' and 'chimpanzee' begin with the sound. Children are thoroughly involved in their learning and display the characteristics of effective learning. There are lots of opportunities for children to strengthen their physical skills. They use a variety of hoops and balls on the school field and enjoy the space as they run around. They develop their small muscles during painting activities which supports their skills for writing. Children are making good progress in their learning and this supports them in the next stage of their learning and their readiness for school.

Children are settled into the pre-school very well. When children start, detailed information is collected on their development through discussion with the parents. Therefore, staff are fully informed about children's needs straight away. This enables the staff to plan activities to support individual children's development as soon as they begin. Parents are kept fully informed of their children's progress through parent meetings and by sharing the informative learning journal records. Children that have special educational needs are supported extremely well. The special educational needs coordinator is very proactive at supporting their individual needs. For example, picture cards are made to promote children's vocabulary. These are used in the pre-school and a set is made for the parents to use. Consequently, everyone involved in children's development is fully aware of how to promote learning. All children, including those with special educational needs and/or disabilities are supported to make good progress towards the early learning goals. The progress check for children between the ages of two and three years is completed and shared with parents to support their engagement in children's learning. The pre-school further supports good learning outcomes as children regularly take home a story book to share with their parents. As a result, children's literacy awareness and enjoyment in stories is promoted.

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

Children demonstrate they feel safe and have formed secure attachments with their key person. Each child has a key person who compiles their learning journal and is fully aware of how to support their individual needs. When the key person is away, a buddy system operates and another key person is identified to support individual children. As a result, children's welfare is continually met. To support children in their emotional well-being a booklet is sent to them before they start at the pre-school. This shows a photograph of their key person and the toys they will be able to play with. During the induction process detailed information about their care needs are collected. Children then settle in gradually,

according to their individual needs. Consequently, when they start, they are well-prepared and settle into the new environment very well. For children that attend more than one early years setting, the pre-school has made some attempt to contact other providers. However, this is not consistent for every child in order to support continuity in their learning. The children are well-prepared for their move to school. The pre-school is in the grounds of a primary school and at break times the older children come to say 'hello'. The pre-school children visit the school and take part in a Harvest festival assembly. They also perform their Christmas nativity play to the Reception year children. Therefore, the children are effectively supported in their move to school.

The pre-school is committed to supporting children's understanding of diversity. The planning promotes equality and diversity and children learn about similarities and differences. For example, they use mirrors to look at themselves and use skin-tone colours to paint their portraits. A child is aware of her uniqueness as she asks for the 'blonde' colour to depict her hair colour. Further understanding of differences is promoted during interesting group learning. For example, the staff show children the difference in height as the staff stand in a line. There is a strong awareness of diversity running through the pre-school and children are learning to respect each other. Children's behaviour is very good and is reinforced by the staff who are good role models. The staff are extremely respectful of each other and the children and this fully supports children's good behaviour. Children are quick to respond and listen when staff shake the tambourine to gain their attention. They listen attentively and help to tidy up when they are asked, which develops cooperative behaviour. Children's independence is supported as they are encouraged to attend to their personal needs. This is further enhanced as children wash their plate and cup when they have finished their snack. The staff are quick to praise children for their efforts and children are supported to develop their self-confidence.

Children are learning to be healthy through the nutritious and well-balanced snacks that they eat. Healthy eating is fully promoted as the pre-school advises parents on how to provide a healthy lunch box. As a result, children's health and their awareness of healthy practices, is fully promoted. Children learn to take manageable risks as they are encouraged to cut their banana with child safe knives. The children have access to fresh air and exercise everyday in the well-equipped outdoor area. A large supply of wet weather clothing is available to support their enjoyment of the outside throughout the year. The large school field is used and children line up beautifully in readiness for outdoor play. Children thoroughly enjoy the outdoors and the resources that are provided, which ensures that children's welfare is strongly promoted. The staff demonstrate a secure knowledge of how to keep children safe and thoroughly risk assess the different areas of the pre-school. Fire drills are practised regularly and this supports children's understanding of how to keep safe. The majority of staff have paediatric first-aid certificates which ensures they are able to administer first aid if the need arises.

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

The leaders and managers show a very good understanding of how to meet the safeguarding and welfare, and the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. There are strong recruitment practices that ensure staff are vetted appropriately. This consists of interviews, the collection of references, and Disclosure and Barring Service checks being obtained. All staff have undergone robust recruitment procedures which ensures they are safe to work with children. Comprehensive, regularly reviewed policies are in place and these effectively support staff in their practice. All staff are fully aware of how to identify signs of child abuse and how to report this to keep children safe. They are also aware of the whistle-blowing policy if they have concerns about any of the leadership team. The use of mobile phones is not allowed on the premises and there is a designated camera for taking photographs. As a result, there is a strong emphasis on safeguarding children and children are kept safe from harm.

The leadership team carry out annual appraisals and hold regular supervision meetings. This enables training needs to be identified which supports staff in strengthening their practice. The staff are well-qualified and demonstrate a good understanding of how children learn. However, strategies, such as peer-on-peer observations are not in place, to further strengthen teaching interactions and robustly support children to think and make meaning during their play. There is very good monitoring of children's assessments as every key person completes a progress chart. The leaders review children's assessments regularly which highlights any children that may be falling behind in their development. As a result, they are quick to put measures in place to support all children to make good progress. The planning is monitored regularly and adapted where it is necessary, in order to ensure that children's learning covers the seven areas.

The pre-school has reflected on their strengths and weaknesses by completing a robust self-evaluation form. This is completed by gathering the views of parents. Comments made by parents are incorporated into their improvement plan and changes are made where necessary. For example, the opening times have been changed in order to support children's well-being as they arrive and leave at lunchtime. Children's views are also collected during group times. Children's needs and interests inform the planning so that they are engaged in a curriculum that interests them. The leaders have made improvements since the last inspection. For example, children now have a rolling snack bar which provides a more challenging environment. Partnerships with parents are very good and information about children's learning is regularly shared. A parent explains that she is 'very pleased with the pre-school' and that the staff are 'very friendly'. Another parent explains that her children are 'always looked after very well'. The pre-school works closely with outside agencies and incorporates activities to support children, on advice from other professionals. As a result, children with special educational needs and/or disabilities are fully supported in their development.

## **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

<b>Unique reference number</b>	EY434271
<b>Local authority</b>	Essex
<b>Inspection number</b>	874612
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	28
<b>Number of children on roll</b>	64
<b>Name of provider</b>	Stanway Pre School Playgroup Committee
<b>Date of previous inspection</b>	08/02/2012
<b>Telephone number</b>	07845931838

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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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