

College Pre-School

Thurrock & Basildon College, Nethermayne, BASILDON, Essex, SS16 5NN

Inspection date

30/05/2014

Previous inspection date

20/10/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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's learning and development is effectively supported by the good quality of teaching used by the staff team.
- Warm, nurturing relationships between the staff and children give children the confidence to investigate and explore their environments and become active learners.
- Partnerships with parents are actively promoted, enabling parents to feel confident with the care their children are receiving, and to be well informed about their progress.
- The manager and management team monitor the nursery effectively, through careful evaluations and ensuring the continuing professional development of staff.
- Children's safety is very well supported through good policies and procedures and a wide range of daily and ongoing checks. Staff have a good knowledge of safeguarding procedures.

It is not yet outstanding because

- There is scope to enhance the children's opportunities to explore, investigate, experiment and discover through the provision of more opened-ended, natural resources and materials.

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 carried out observations of activities in all areas of the nursery and the garden.
- The inspector held a meeting with the manager and spoke to members of staff.
- The inspector looked at children's learning journeys, planning documentation and a selection of children's records and the nursery policies and procedures.
- The inspector checked evidence of recruitment, suitability and qualifications of staff working with children.
- The inspector took account of the views of parents through feedback on children's records and parents spoken to on the day.
- The inspector carried out a joint observation with the manager.

Inspector

Judith Harris

Full report

Information about the setting

The College Pre-School was registered in 2009 and is on the Early Years Register. It is situated in a purpose built premises in the Basildon area of Essex and is privately owned and managed. The nursery serves the local area and the college is accessible to all children. It operates from a single storey building and there is an enclosed area available for outdoor play. The nursery employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and one holds an appropriate early years qualification at level 2. The manager holds an appropriate early years qualification at level 4. The nursery opens Monday to Friday, all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 37 children attending who are in the early years age group. The nursery provides funded early education for two three and four-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:

- enhance opportunities for children to explore, investigate, experiment and discover through the provision of more opened-ended and natural resources and materials.

Inspection judgements

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

The staff's secure knowledge of the Early Years Foundation Stage and child development effectively supports them to ensure children progress well in all areas of learning. The effective monitoring of staff, practice and training programmes support them to develop high quality teaching methods. The management team has taken time to develop the use of an on-line system for recording observations and assessments, build the confidence of the staff team in using these. This ensures the children's learning journey records, provide a clear and focused picture of each child. The information gathered through the records is used to provide effective planning for children's individual next steps in learning. Staff provide a comfortable environment where children of all ages have activities and experiences that are carefully planned to support their development in all areas of learning. The content of the children's records makes them highly accessible for parents as they can securely access them on-line and add comments and observations from home. The well-planned and careful support of children throughout the nursery ensures that they have both the skills and confidence that they need to be ready for school or their next stage of learning.

Staff plan and provide a wide range of activities designed to ensure that all areas of learning are planned for. Children are encouraged to explore the enabling environment that effectively supports them to make free choices. Staff support babies and toddlers to

explore and investigate through play in their own safe secure area. For example, the babies play with the sand, they scoop and dig, fill containers of different sizes with the sand. The staff support the children, talking to them about the sand and describing what they are doing, to extend their language and communication skills. Staff encourage the babies and toddlers to use the marker pens to make marks on the white board. The children are clearly delighted with their achievements and the staff support them with lots of praise to build their confidence. The pre-school children play in an enabling environment, where they have access to a wide range of good quality resources. Staff's interaction with the children is successful in effectively supporting their learning. For example, at the water play, staff talk with the children as they fill their jugs and empty water into cups. Staff use open questions to encourage children to think about measuring and to see how much water fills each cup. Staff provide a dough activity for the children. To extend the children's language, staff support them to describe how the dough feels and how the texture of the dough changes when they sprinkle flour on it. Children play freely with the dough, creating shapes and patterns and talking confidently about their creations. Staff actively support the children to use their creative and imaginative skills, as the children expand and develop their play using containers to put their dough shapes in, so they can bake them in the oven. Children's early writing skills are encouraged as they are supported to write their names on their work. All efforts and achievements are supported by lots of praise from staff and children are clearly delighted with their achievements.

Pre-school children have a very good, well planned range of activities both inside the nursery and in the garden. Children have long sessions of free play with time and space to develop, explore and discover. The rooms are set out so that children can easily access activities and experiences across all areas of learning. Children have many opportunities to be out in the fresh air in the garden, where there is a good range of age-appropriate equipment and children can be free to explore. Children free flow out to the garden where they can develop physical skills with a range of equipment. For example, children roll the hoops with increasing skill and they are enthusiastically praised and supported by staff. Children play at the mud kitchen, where they have lots of pots and utensils to create and experiment with, supporting their imaginative skills. There is a planting area in the garden and children have opportunities to plant and grow, supporting them to learn about the cycle of life. The nursery and garden are well resourced, however there is scope to enhance the children's opportunities to explore, investigate, experiment and discover through the provision of more opened-ended and natural resources and materials.

Overall, children play and learn in an environment that encourages them to become active learners and to develop very good attitudes to learning. Children's transitions and preparations for the next stage in their learning are well supported. At each stage, children are provided with a settling-in process as they move up through the nursery. The children's learning journey records are successfully shared by key persons and the nursery has good links with local schools to support children who are moving on. For example, staff make a transition booklet for each school, where possible staff take photographs of school settings and invite teachers to visit the nursery. This helps to ensure a smooth move at every stage.

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

Children thrive in this warm and welcoming environment. Children's personal, social and emotional development is a very positive strength of the nursery. Children become active independent learners and clearly feel welcomed and valued. Staff build a clear picture of each child, through the detailed information gathered from parents and the ongoing key-person assessments. Good systems are in place for supporting positive behaviour management. Staff are consistent and give children lots of praise and encouragement and distraction is effectively used to support children to develop good skills for self-control. Children participate in regular fire evacuation drills, to teach them how to follow important instructions and to help them become confident in the event of an emergency.

Staff understand the importance of good hygiene practices and ensure children are made aware of these. Babies and toddlers receive very good care from staff, who follow their individual routines. From an early age, staff encourage the children in the nursery to make healthy choices; this includes hand washing before all meals and after toileting. Babies hands are cleaned before snack and to support personal independence babies are encouraged to wipe their own hands and faces after snack. Staff provide a healthy balanced diet and all food is prepared and cooked on the premises to allow staff to ensure individual dietary needs are met. Staff support children to make mealtimes and snacks a sociable and enjoyable time. For example, babies sit together for snack, they are encouraged to eat at their own pace and only eat what they want. The pre-school children are alerted that snack is ready, as one of the children rings the bell. Children clearly recognise the routines, when they hear the bell ring, they know that snack time is open. There is a rolling snack so children can choose when to come and eat. A member of staff sits at the snack table to ensure everyone washes their hands before eating, supporting good hygiene practice. To support the children's independence staff encourage them to open their own straws for the milk cartons and to help themselves to snack. Children build excellent and trusting relationships with the staff, who are dedicated to ensuring that their time at the nursery is a positive experience.

Children learn about the importance of being healthy and physical play is actively encouraged in the garden area. Children learn about their own safety as staff remind them to use tools and equipment with care. For example, staff talk to children who are playing on a piece of equipment in the garden. They encourage and support the children to think about how to keep themselves safe on the equipment. The staff team's positive attitude ensures children become independent and able to manage their own health and safety.

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

The manager and staff team have a comprehensive understanding of their responsibility in safeguarding children. The management team ensure that all staff have ongoing safeguarding training supporting them to keep children secure and protected. The manager ensures that all staff understand and implement the effective range of policies

and procedures. This helps them to support the staff team's practice and to promote the welfare of the children. Staff carry out thorough risk assessments each day, to ensure that all areas of the environment, including equipment and resources are safe, both indoors and outdoors. Staff carefully supervise and observe children and good ratios are maintained at all times, ensuring children's safety. Robust recruitment procedures and the effective staff supervision and appraisal system, mean that staff remain suitable to work with children. The nursery team have worked hard to ensure they have met the recommendations set at the last inspection.

The nursery manager and the management team provide strong leadership to this close-knit and well-motivated staff team. A clear lead is shown in driving improvement, promoting an effective team approach with all staff. The systems for continuous evaluation of the nursery include the views of all staff, parents and children. This ensures improvements are continually made to nurture and develop children's learning and development. There are robust procedures in place for the induction of new members of staff and for further professional development. Regular supervision and staff meetings, as well as informal discussions with the management team, ensure staff are able to bring forward ideas and discuss any issues they have with confidence.

There are very good partnerships with parents and with professionals from other agencies. Staff's ongoing communication with parents keeps them fully informed and included in the nursery. The nursery team effectively use the secure on-line systems to keep parents informed of children's learning and development and there are daily feedback sheets for each child. Regular parents evenings are held to support parents to feel part of nursery life. Parents have ongoing opportunities to discuss their children's progress and staff encourage them to play an active role in their children's learning and development. For example, parents are encouraged to add observations and comments to children's secure on-line records. Parents make very positive comments about both the care and education their children receive.

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	EY393132
Local authority	Essex
Inspection number	879177
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	37
Name of provider	Vanessa Matthews, Tina McCrea, and Lorraine Porter Partnership
Date of previous inspection	20/10/2009
Telephone number	0126 8533478

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

