

Bell House Pre School

Ramsden BellHouse Village Hall, Church Road, Ramsden Bellhouse, BILLERICAY, Essex, CM11 1RT

Inspection date

01/05/2014

Previous inspection date

10/11/2011

The quality and standards of the early years provision

This inspection:

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

- The staff are attentive to the children and warm relationships exist between them. As a result, children are confident and enjoy exploring their surroundings.
- There are effective partnerships with parents, who are fully involved in the pre-school, which supports steady learning outcomes for children.
- The teaching interactions are sound because the staff read stories of interest to children, and children are confident to comment on the story. Consequently, children's communication and language skills are developing well.
- All staff understand child protection concerns and know how to report these in order to keep children safe.

It is not yet good because

- Observations and assessments of children are not robust enough to provide a good understanding of children's stage of development so that a challenging curriculum can be planned and provided, both indoors and outdoors.
- Strategies to promote the interests of children by providing support, coaching and training for staff, in the form of regular supervision meetings, are not currently in place.
- The self-evaluation process is not rigorous enough to identify all areas of practice required to improve, in order to support good learning outcomes for children.

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 undertaken in the pre-school.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, and discussed the self-evaluation process with the manager.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Suzanne Smith

Full report

Information about the setting

Bell House Pre School was registered in 2011 and is on the Early Years Register. It is situated in Ramsden Bellhouse, Essex and is privately owned and managed. The pre-school serves the local area and is accessible to all children. It operates from a village hall and there is an enclosed area available for outdoor play. The pre-school employs nine members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The pre-school opens during term time only. Sessions are from 9.30am until 12.45pm on Monday, Tuesday, Thursday and Friday, and from 9.15am to 3.15pm on Wednesday. Children attend for a variety of sessions. There are currently 48 children on roll who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- improve the observation and assessment process in order to highlight children's next stage of development, and plan activities that challenge and support their progress, fully utilising both the indoor and outdoor learning environments
- develop the supervision of staff in order to provide support, coaching and training to promote the interests of children and support them to make good progress.

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

- develop the self-evaluation process by gathering the views of parents, staff, and children, in order to strengthen practice and support good learning outcomes for children.

Inspection judgements

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

Children come into the pre-school happily and settle quickly to activities of their choosing. There is a suitable ratio of staff to children, and staff are attentive to the children as soon as they arrive. During carpet time, children are attentive listeners as they enjoy hearing a popular story. The staff are aware of how to promote the learning and development of young children and ask open-ended questions. This supports children to think and solve problems as they confidently provide answers and explanations. Most staff have a suitable level of qualification and this has a positive impact on teaching interactions. The staff

know children suitably well and make some observations of their learning, which is assessed in a termly report. However, records do not consistently identify children's next stage of learning. Therefore, appropriate activities are not planned, both indoors and outdoors, to fully extend and challenge children.

The educational programmes cover the seven areas of learning, and children enjoy learning about the beach. The imaginative role play area provides children with the opportunity to explore as they investigate shells and talk with their friends. Children sit beside one another in the book area, sharing books and enjoying each other's company. Consequently, their personal, social and emotional development is promoted. Children explore textures as they make beach pictures using sand and glue. These pictures, and other artwork, are displayed on the walls. Craft activities promote children's development of expressive arts and design, as well as developing self-confidence as their pictures are displayed. During the activity, the staff talk with the children about going to the beach, and the children respond positively. Children are developing their communication and language skills during activities that appeal to them. Children develop their physical skills during their play with large beach balls. They practise kicking, throwing and catching the balls and show delight when they are able to catch the ball. Physical development is further promoted when they try on beach clothes and practise changing clothes as they develop skills for school. Children are therefore making suitable progress towards the early learning goals. Consequently, they are supported satisfactorily for school and the next stage of their learning.

There is sound partnership working with parents and this enables effective information to be shared. Children with special educational needs and/or disabilities are supported in their learning as the pre-school works closely with parents. An individual education plan is made and shared, and this supports children with additional needs to make satisfactory progress. Parents are kept informed about what is happening in the pre-school with regular newsletters and parent information meetings. Parents discuss their child's development when they first begin and are kept suitably informed about their child's learning through daily discussions. The pre-school completes the progress check at age two, which is shared with parents. Parents are invited into the pre-school and are able to take home the children's learning folders. This provides them with the opportunity to share their children's learning. In addition, parents provide items from home that relate to the current themes, to support their children's engagement in learning.

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

Children demonstrate they feel safe and secure as they move confidently around the pre-school. Staff are deployed effectively and this ensures that children are well supervised. Children are comforted by caring staff when they become upset, which promotes their well-being. When children start they attend a session with their parents and are settled in according to their needs. A key person is allocated and the wishes of the parents and children are taken into consideration. For example, a sibling may have had a particular key person and so the same member of staff is requested again. An 'all about me' form is completed which provides detailed information on the children's likes, dislikes and family background. Consequently, when children begin, their emotional well-being is suitably

promoted. Children develop the emotional skills needed for the move to school, and teachers visit the pre-school before they start. The pre-school provides a lunch club which also supports their readiness for school as the children take part in a school routine.

Children are learning to be independent and they are encouraged to attend to their personal needs, according to their age. The staff are attentive to individual children and support them, where needed, to use the toilet. Children that are still in nappies are changed at every session and when it is necessary to do so. The welfare of all children is appropriately met. Children are well behaved and the staff are suitable role models. Children show cooperative behaviour as they help to tidy away the toys and sit nicely for large group times. Activities to support their cooperative behaviour and independence are provided as the children butter their own bread at snack time. Children learn about differences, and during snack time a theme on breakfast around the world introduces them to different cultures. Photographs of the different families who attend the pre-school are displayed in the hall, which raises children's awareness and acceptance of similarities and differences.

Children are learning to be healthy during mealtimes. This is because the lunches provided by parents and the snacks provided by the pre-school are nutritious and balanced. For example, they have a variety of foods, such as banana muffins, celery and dips, and pancakes. Children learn how to keep safe during discussions about the beach and the sun. Children show a sound understanding of why they need sun cream and sun hats. Children learn about taking risks safely as they use a variety of equipment that supports them to climb. There are regular fire drills to support children's understanding and awareness of how to keep safe. The staff hold paediatric first-aid certificates, which enables them to administer first aid appropriately, where needed. An accident book records all incidents where children sustain an injury, and is signed by parents. The staff are aware of how to keep children safe, and regular risk assessments ensure that the hall and outdoor area are safe. Children have access to fresh air and exercise during outdoor play. However, when it is raining this area is not utilised in order to create a good quality learning environment outside.

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

The leaders have a reasonable knowledge of their roles and responsibilities in meeting the requirements of the Early Years Foundation Stage. The staff are fully aware of issues surrounding child protection and who to notify if they have concerns about a child. They understand the implications of mobile phones and cameras, and follow the pre-school's policy to keep children safe. This ensures that mobile phones are not used in the pre-school and there is a designated camera for taking photographs. The policies and procedures are regularly updated and support the staff to keep children safe from harm. There are robust vetting procedures for staff to ensure that they are safe to work with children. This includes an interview, references, and a Disclosure and Barring Service check being obtained. Until these are securely in place, members of staff are not allowed to be on their own with a child. As a result, children are kept safe and protected from harm.

The leaders conduct annual appraisals which identify training needs, such as highlighting staff who require further qualifications. However, appropriate arrangements are not in place for the effective supervision of staff in order to improve individual performance and support good outcomes for children. Overall, staff have a good level of qualification and the teaching interactions are, therefore, suitable. This supports children to make steady progress in their learning. The observation, assessment and planning process, however, does not robustly support children to make good progress in their learning. The pre-school have reflected on some aspects of their provision. Parents have provided comments, through questionnaires, about their practice. For example, a parent explained they could not see the information provided on the whiteboard, which was subsequently moved. The recommendations raised in the previous inspection have been suitably addressed. For example, planning for the outdoors now covers the seven areas of learning, and parents have the opportunity to contribute to their children's learning. However, the self-evaluation process is not fully effective in identifying areas to make continuous improvement and support children's progress.

Partnerships with parents are suitable and they are enthusiastic in their praise of the pre-school. Parents explain that the pre-school staff are very supportive and communicate with them very well. A parent explains that her children have settled in very well and that they thoroughly enjoy attending. A complaints procedure is in place which clearly shows how parents can complain, although there are currently no complaints recorded. The pre-school is in contact with other settings that children may also attend. With parents' permission, children's development is discussed to support their well-being. Individual children with special educational needs and/or disabilities are supported and regular information is passed from outside professionals to support children's progress. For example, activities are delivered to support children's speech and language skills, following speech and language therapy.

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 | EY427437 |
| Local authority | Essex |
| Inspection number | 967319 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 30 |
| Number of children on roll | 48 |
| Name of provider | Bellhouse Preschool Partnership |
| Date of previous inspection | 10/11/2011 |
| Telephone number | 01277 650936 |

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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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Piccadilly Gate
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M1 2WD

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