

Nazeing Pre-School

Hyde Mead, Nazeing, Waltham Abbey, Essex, EN9 2HS

Inspection date

19/06/2014

Previous inspection date

15/06/2009

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 enjoy a good range of interesting and stimulating experiences indoors and outside, which are planned by staff. Consequently, they make good progress in all aspects of their learning.
- There are warm and caring relationships between children and all staff, particularly key persons. As a result, children demonstrate that they are well settled and secure.
- Staff make very clear their expectations for children's behaviour, which means that children behave well and respond positively to others.
- Staff establish positive relationships with parents. An effective two-way flow of communication supports children's welfare, learning and development.
- Children are protected through clear safeguarding procedures, which are fully understood and implemented by staff.

It is not yet outstanding because

- There is scope to extend opportunities for those children who speak English as an additional language to view and use their home language in the pre-school.

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 indoors and outside.
- The inspector looked at a selection of policies, procedures and photographs of children joining in with different activities.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with the manager, staff, parents and children at appropriate times throughout the inspection.

Inspector

Clair Stockings

Full report

Information about the setting

The pre-school was registered in 1992 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a classroom in a primary school in Nazeing, Essex. There is a fully enclosed area available for outdoor play. The pre-school serves the local area and is accessible to all children. The pre-school opens Monday to Friday, term time only. Sessions are from 9am until 11.45am and 12.30pm until 3.15pm. Children attend for a variety of sessions. The pre-school provides funded early education for three- and four-year-old children. There are 49 children on roll. The pre-school supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The pre-school employs four members of staff. Of these, three hold appropriate early years qualifications at level 3 and above, including one with Qualified Teacher Status.

What the setting needs to do to improve further

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

- provide further opportunities for those children who speak English as an additional language to view and use their home language in the pre-school.

Inspection judgements

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

The pre-school provides a rich and vibrant learning environment where children happily enjoy a stimulating programme of activities. Children clearly enjoy learning through play, eagerly choosing what they wish to do from the varied range of resources offered. Information gathered by the key person provides a good base for establishing children's starting points in their learning. This enables staff to plan for individual children's progress from their earliest days in the pre-school. As a result, children settle quickly because staff understand their needs well and meet them consistently. Learning journals that include photographs and observations and achievable next steps in learning are in place for all children. These highlight the good progress that all children are making. Staff have daily discussions with parents to provide them with informative feedback about their children's daily activities, learning and progress. They encourage parents to share their comments about their child's learning at home and to contribute comments to their child's learning journal. This approach is successful in engaging parents in their children's education.

Children participate in activities both indoors and outside, supported by attentive staff who play alongside, offering praise and encouragement. They play outside on a daily basis and the outdoor area promotes children's developing physical skills and confidence. Children choose from a range of physical play equipment, including wheeled toys, hoops and balls and equipment to support all areas of learning, which is readily accessible for children to

self-select. There is a good mix of adult-led and child-initiated play experiences, which encourages children to be active learners as they move freely between activities of their choice. The indoor environment is effectively organised, allowing children to access a developmentally appropriate range of toys and resources covering all areas of learning. For example, children skilfully operate the computer as they manoeuvre the mouse and know how to click on different icons to cause things to happen. This promotes children's understanding of the world.

Staff promote successfully the communication and language skills of all children, including those who are learning English as an additional language. For example, children successfully develop their spoken language as staff interact sensitively with them at their level, asking meaningful open questions to skilfully challenge and extend their learning. Children join in action songs, smiling and copying staff. Using puppets as prompts, they are keen to identify, describe and imitate a range of different animals. Older children are articulate, confident to interact with visitors to the setting. Children enjoy sharing their favourite storybooks with staff and their friends, which helps to promote their early enjoyment of books, a useful attribute for when moving onto school. However, there is scope to extend opportunities for those children who are learning English as an additional language to view and use their home language in the pre-school, so that they feel it is valued. Staff skilfully extend children's learning as they introduce simple mathematical concepts of shape and size. For example, while playing with water, staff encourage the children to talk about the colour, shape and size of the containers they are filling. Consequently, children are gaining skills, which help prepare them for their next stage of learning.

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

Children play a full and active role in their learning in this warm and welcoming environment. Upon arrival, children settle swiftly to an activity of their choice and confidently seek assistance and reassurance if needed. Children share a warm relationship with their key person and other staff, who are kind and gentle towards them. They explore their surroundings, supported effectively by attentive staff. Regular praise and encouragement helps to promote children's self-esteem. Staff gather good information from parents about their child's care needs and effective settling-in routines help children create strong bonds with staff. As a result, all children form secure emotional attachments to staff, confidently seeking them out for reassurance when needed. These good relationships also help to prepare children for future transfers, for example, to other early years settings and later to school.

Staff support children's emerging understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. Nutritious snacks, which include fruit and vegetables, are provided and children's individual dietary requirements are met. Outdoor play is incorporated into the daily routine, so all children spend time enjoying the fresh air. Staff gently guide and support children's understanding of maintaining their own personal care, such as hand washing before eating. Children receive time and encouragement to complete a self-chosen task, such as trying to put on their own coat as they go outdoors. As a result, children develop independence in hygiene and managing

their personal care.

Children's behaviour is good, as staff share consistent expectations and are good role models themselves. Children willingly take on responsibility, for example, they happily tidy away toys and resources in preparation for snack time. The daily routines include regular safety reminders to raise children's understanding, such as learning to take care with simple tools and follow rules when going outside. Regular fire evacuations enable staff and children to know what to do in an emergency. As a result, children enjoy their experiences in the pre-school and learn skills that help them to manage their move to school.

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

The manager and staff understand their roles and responsibilities to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. Procedures for safeguarding children are good as staff understand their responsibilities and are fully aware of the procedure to follow should they have a concern. Robust vetting procedures check staff's suitability to work with children. In addition, induction procedures support their developing knowledge of the setting's policies and procedures. Staff understand their responsibilities to provide safe play environments for children. Staff ratios and levels of supervision are good at all times. Children play in a secure, safe environment where staff complete daily safety checks and regularly review risk assessments to promote their welfare.

Partnerships with parents and carers are a clear strength of the pre-school. Parents warmly praise the caring and friendly staff team and the progress their children are making. They receive high levels of information about their child and are actively encouraged to be involved in their progress. Parents' views and opinions are sought and incorporated into the routine and planning, so that the individual needs of children are fully met. Staff forge close links with the host school, to where the majority of children attending the pre-school move. These links strongly support children's progress and development. Information sharing is effective and this eases children's move to other settings or onto school.

The manager and her team demonstrate a good understanding of the Early Years Foundation Stage and their responsibility to promote the learning and development of all children. They monitor the levels of planning and assessment to make sure these are consistent and display an accurate understanding of all children's skills, abilities and progress. The manager has also recently introduced a tracking system to ensure that all children are making good progress and to identify any gaps in their learning. Consequently, children are well prepared for the next stage in their learning when the time comes for them to move onto other settings. The manager monitors staff performance, both informally through working alongside the staff and more formally through annual appraisals, which identify individual training needs. For example, recent training on observation and assessment further supports staff to promote children's development in all areas of learning. Most staff hold relevant childcare qualifications and are keen to continually update their professional development. The manager uses regular

staff meetings to discuss and share any ideas and practice issues to further promote effective outcomes for children. As a result, staff are highly motivated to ensure all children receive the best possible start in life. The manager and staff team demonstrate a commitment to the ongoing development of the whole provision and continue to identify priorities for improvement. This self-evaluation process fully incorporates the views of children, parents, staff and other professionals.

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	650108
Local authority	Essex
Inspection number	819460
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	49
Name of provider	Nazeing Pre-School Committee
Date of previous inspection	15/06/2009
Telephone number	01992 899028

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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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