

Willow Pre-School Playgroup

King George V Pavilion, Blackthorne Road, Canvey Island, Essex, SS8 7BJ

Inspection date

19/06/2014

Previous inspection date

03/02/2009

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

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

- Children are happy and settled at the pre-school, and have formed strong supportive relationships with the practitioners.
- Children make good progress, as practitioners use observations to carefully identify children's stage of development and plan their next steps in learning.
- Partnerships with parents are strong, as practitioners regularly exchange information about children's learning at home and in the pre-school.
- Practitioners have a sound knowledge of safeguarding procedures as they all have attended relevant safeguarding training, which ensures children are kept safe.

It is not yet good because

- There are inconsistencies in practitioners monitoring of appropriate behaviour.
- Risk assessments of the outside areas are not completely effective in identifying possible hazards to children's safety.
- Children's access to the outdoor area is not fully promoted.

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 the pre-school and the garden.
- The inspector held discussions with the manager, practitioners and children at appropriate times during the inspection.
The inspector looked at a range of records including children's details, information about children's learning and development, policies and procedures, daily attendance registers and evidence of practitioner's qualifications, and the checks used to assess their suitability and a selection of other documentation.
- The inspector took account of the views of the parents spoken to during the inspection.

Inspector

Stephanie Collins

Full report

Information about the setting

Willow Pre-school is run by a committee. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The pre-school opened in 1984 and operates from a large hall in King George V Pavilion on Canvey Island, Essex. It is open each weekday, from 9.30am to 12pm, and on a Tuesday and Friday from 12.20pm to 3pm, term time only. All children share access to a secure enclosed outdoor play area. There are 61 children on roll in the early years age range. The pre-school employs seven members of staff. Five of whom, including both managers, hold appropriate early years qualifications. Two staff members are currently attending training. The pre-school supports children with special educational needs and/or disabilities, and receives support from the local authority.

What the setting needs to do to improve further

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

- ensure risk assessments of the outside are effective in identifying items that are hazardous to children's safety, and that measures are taken to remove or make safe the identified items
- develop all practitioner's understanding of managing children's behaviour to establish a consistent whole-group approach to redirecting inappropriate behaviour, and ensure activities provide sufficient challenge to engage children.

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

- develop ways to provide all children with opportunities to play outside.

Inspection judgements

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

There is a wide range of interesting resources readily available for children to play with at the pre-school. As a result, children enter the hall enthusiastically in the morning and quickly settle at an activity of their choosing. Practitioners are well deployed at this time and support children's engagement in activities. Children independently use resources, and share and take turns. As they build a train track, talk about what they are going to build and select pieces of track from the box, negotiating with each other. Practitioners have a secure knowledge of how children develop and learn. They actively encourage children to engage in activities, and extend their thinking and understanding. For instance, as children build models, they ask 'Where does that piece go?' and suggest 'Go on make it longer'.

Practitioners collect information about children's starting points when they are settled at the pre-school. This information, where appropriate, is used to inform the progress check for children between the ages of two and three years, and identify children whose progress is less than expected. Practitioners record children's learning, using written observations and photographs, which are beautifully presented in each child's learning journal. The observations and photographic evidence are used to assess children's progress in relation to the development bands. Practitioners use the assessments to identify and plan for children's next steps in learning. Key person's share children's learning with parents at formal meetings, and verbally as they drop off or pick up their children from the pre-school. This ensures that all children make good progress.

Practitioners effectively support the development of children's speech and language. They listen attentively, as children attempt to spell out words, praising their efforts and clarifying the phonetic sounds the letters make. Children delight in pointing to pictures and feeling the textures on the pages of the book the practitioner is reading. Practitioners allow children plenty of time to explore the picture and turn the pages, so they become engrossed in the story. Children learn new words as the practitioner prompts them to finish the sentences. She listens carefully when children say words and praises them for their efforts. However, on occasions, children run around the room and activities do not provide sufficient challenge to keep children engaged.

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

Children form strong relationships with the practitioners at the pre-school. Parents make several visits before leaving their children at the pre-school, and the key person ensures they are on hand to support the children during the move. This means that children settle quickly and are happy, confident and independent. Key persons know their individual children well and, as a result, tailor their practice to meet the children's needs. Children play happily together and are absorbed in their play. They learn to take turns and negotiate as they build dams and train tracks, talking about what they are building. Children's behaviour is generally good. However, there are odd occasions when practitioners do not intervene or redirect potentially unsafe behaviour. Occasionally, children run around the hall and are not engaged in an activity.

Children learn about health and hygiene as they wash their hands before eating snack. Staff provide a rolling snack menu, so children have opportunities to choose and experience different foods each week. Children learn about eating healthily as practitioners talk to them about the food. They independently spread jam on toast, learning to manipulate a knife. Staff ensure food is suitable for all the children, as children's dietary requirements are identified and safely catered for. Children relish the opportunity to make a cake to celebrate their birthday. Children learn about other traditions and cultures from their friends, when they share their experiences, for example, by bringing Turkish cakes from home.

Children have daily access to a small, carefully laid out secure outside area, which supports their emotional well-being. However, the number of children that can play

outside at any one time is restricted, so children cannot always play outdoors if they choose. A range of equipment provides them with plenty of opportunities to be physically active, and become confident and competent in the way they move. Children learn how to keep themselves safe because practitioners support them to take risks. For instance, children climb up a tower of milk crates and the practitioner reminds them not to jump until she is there. Children learn about different occupations, as the pre-school arranges regular visits from fire and police officers. Children are prepared for their next steps in learning as the local primary schools visit the pre-school, and practitioners share information about children's learning.

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

Practitioners have a good understanding of safeguarding issues, as they have attended appropriate training. This ensures children are protected from harm, as practitioners are aware of the procedures to follow and who to contact should they be concerned about a child's welfare. Practitioners are vigilant about the security of children. They effectively supervise children as they arrive and leave the pre-school. Daily checks are carried out by practitioners to ensure the hall and outside areas are safe for children. However, not all potential hazards have been effectively removed, as there are stinging nettles growing in the outside flower beds.

Systems are in place to monitor educational programmes to ensure activities and equipment support children's next steps in learning. Relevant documentation is in place, including policies and procedures, and systems for checking the suitability of practitioners to work with children. Practitioners are encouraged to extend their childcare knowledge and expertise by attending relevant training. They share knowledge at staff meetings, so all practitioners are aware of the implications for practice. However, monitoring of individual practitioners performance is not yet well established and, as a result, there are sometimes lapses in the management of children's behaviour.

Parents and carers are complimentary about the pre-school. They regularly exchange verbal information with practitioners about children's learning and development at home. The pre-school holds regular formal meetings for parents to discuss children's learning and development at the pre-school. As a result, partnerships with parents are strong and facilitate the exchange of information regarding children's interests. This ensures children's all round learning is supported and they make good progress. Good partnerships with outside agencies ensure that appropriate interventions are in place to support children with special educational needs and/or disabilities, and they make very good progress. The pre-school has links with the local schools, which supports children's move when the time comes for them to move on to school or another setting.

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	402298
Local authority	Essex
Inspection number	877135
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	61
Name of provider	Willow Playgroup Committee
Date of previous inspection	03/02/2009
Telephone number	01268 683174

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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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