

# Newlands Spring Pre-School

Dickens Place, CHELMSFORD, CM1 4UU

## Inspection date

14/07/2014

## Previous inspection date

16/10/2008

### 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

- Teaching is good because all staff fully understand how to promote children's learning and have high expectations for their achievements. As a result, children's progress is good, given their starting points and capabilities.
- The well-organised key-person system helps children to form close attachments to attentive staff. Children are settled and happy to explore the environment with confidence because their emotional needs and well-being is supported effectively.
- Very positive partnerships are established with parents and other professionals. This means that children's individual needs are effectively met and they are prepared extremely well for changes, such as the transfer onto school.
- Staff understand their role and responsibility with regard to safeguarding children. Clear procedures are known and understood by staff to ensure children's safety is fully protected.

#### It is not yet outstanding because

- There is room to enhance children's creativity and early writing skills by having more inspiring materials readily available, both indoors and outside.

## **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 in the indoor and outdoor learning environments.
- The inspector carried out a joint observation with the deputy manager.
- The inspector held discussions with staff and children.
- The inspector viewed a sample of children's development records.
- The inspector saw evidence of suitability and qualifications of staff, self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents spoken to on the day and from their responses to surveys organised by the pre-school.

## **Inspector**

Patricia Champion

## Full report

### Information about the setting

Newlands Spring Pre-school was established in 1982 and moved into the current premises in 2005. It is run by a committee. The pre-school operates from a purpose-built unit within the grounds of Newlands Spring Primary School in Chelmsford, Essex. The pre-school opens Monday to Friday, during school term times. Sessions are from 8.45am to 11.45am and from 12.30pm to 3pm. Children attend for a variety of sessions. Children are cared for in one playroom and have access to enclosed areas for outdoor play. There are currently 61 children on roll. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are currently 11 staff working directly with children, all of whom have an appropriate early years qualification. There are seven staff with an early years qualification at level 3, three staff hold a qualification at level 2 and one member of staff holds a qualification at level 4. The pre-school also employs an administrator. It receives support from the local authority. The pre-school is registered on the Early Years Register.

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

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

- review the use of resources to ensure that activities constantly inspire all children to build on their knowledge and skills. For example, by ensuring that staff consistently take account of children's preferred learning styles when planning experiences to extend their creativity and early writing skills.

## Inspection judgements

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

The staff have a secure understanding of how young children learn. As a result, children make good progress and consistently demonstrate the characteristics of effective learning. The staff provide a stimulating environment, which motivates children to eagerly learn through play and exploration. Consequently, children enjoy an effective blend of self-chosen and adult-led activities, both indoors and outside. Teaching is good because staff work purposefully with children, skilfully intervening as needed. They effectively use open-ended questions to encourage children to think for themselves. They also explain and demonstrate activities, so that children can then try new things for themselves. During conversations, staff model careful and clear language and teach new words, so that children can extend their knowledge and vocabulary. As a result of good quality interactions from staff, children make good progress with their language and communication skills. Children with special educational needs and/or disabilities and those who speak English as an additional language are supported well. There are visual prompts, dual language books and welcoming captions displayed in the home languages

of the children that attend. Staff are fully aware of the individual needs of children and have input from other professionals, so are successfully working together to form targets for further development.

Children are effectively developing the skills they need for future learning, and in readiness for starting school. They are given many opportunities to count and use numbers in everyday conversations and planned activities. Registration and group discussion times are used well to encourage children to learn to concentrate and listen. They confidently respond to their name and sing the welcome song. Staff are very animated while reading to children in small groups, and popular stories are successfully used to broaden conversations. Children learn to recognise sounds and letters and many are able to read and write their names. However, the staff are not consistently taking account of all the children's preferred learning styles when planning activities. This means that there is scope to make better use of space and resources, particularly on the writing table, or during outdoor creative play, to inspire all children to express their ideas using a variety of media and materials. Staff plan regular outings in the local environment to extend children's life experiences and their understanding of the world. For example, children visit the library, or the nearby supermarket to buy fruit for snack.

Children benefit from the close working relationships between staff and parents. Regular communication ensures that parents are consulted at every stage of their child's care and development. Staff gather information from parents prior to each child starting to find out about each individual child's interests, what they know, like and can do. Well-documented learning journals are compiled in partnership with parents. Staff complete the required progress checks for children between the ages of two and three years. They provide a written summary to parents, which includes the knowledge that parents share about their children's achievements. In addition, staff efficiently plan next steps in learning, which are suitably challenging and meet the individual needs of each child. Children's individual learning reports are shared with parents each term and parents are invited to add their own comments and observations. This ensures that there can be continuity of learning for children in both the home and pre-school environments. Parents also become successfully involved in their children's learning when they join the pre-school on trips to the farm, or take part in activities at the garden parties.

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

Children are happy and relish their time in the pre-school because they form very close bonds and attachments with their key persons. The preparation for children joining the pre-school is very good. Home visits are carried out prior to every child starting, families are offered sensitive settling-in sessions and staff are on hand to offer additional support. The key persons actively seek the parents' knowledge of their child and this is effectively taken account of. This ensures that children settle well and their interests and capabilities are well known, right from the start. As a result, the youngest children are happy to leave their parents and enjoy investigating their surroundings and making independent choices.

Children's good health is well promoted through sensible routines and a commitment to a

healthy lifestyle. Active play is effectively encouraged as children relish the opportunity to choose between indoor and outdoor play. Children enjoy the challenge of the climbing equipment and demonstrate their agility as they score goals with the footballs. Children are provided with a balanced snack menu, which includes fresh fruit every day. The staff are well-aware of any special dietary requirements and have a full understanding of the importance of preparing food safely. Drinking water is freely available so that children can independently pour their drinks whenever they feel thirsty. Staff encourage lively and bubbly conversations at snack times about the food children eat. In addition, children sow, grow and eat fruit and vegetables, such as raspberries and peas, from the garden. This supports children to make healthy choices, and they demonstrate their understanding by talking about how they need to have strong bones and teeth.

Children effectively learn about their personal safety when they practise evacuation procedures, so they know what to do in an emergency situation. They respond well to information regarding road safety, and know why they wear high visibility jackets, and demonstrate the safe way to cross the road at the pedestrian crossing. Staff are extremely mindful of the effects of warm temperatures and children learn why they need to wear appropriate sun protection and play in shaded areas in the garden. Children play cooperatively with their friends because the staff use positive behaviour management strategies. The staff ensure that children learn about taking turns and understand the importance of demonstrating kind and respectful attitudes towards others. The arrangements used by staff to prepare children for changes are excellent. For example, the staff liaise exceptionally well with other providers and schools. This, and good relationships with the parents, ensures that all parties work closely to ensure children become ready for the next important phase in their learning. The close bonds between the staff and families become particularly evident, as genuine sadness is shown by staff, parents and children, when it is time for children to leave to start school.

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

The pre-school effectively meets all the requirements of the Early Years Foundation Stage. It provides a very welcoming environment where all children and their parents are valued and respected. There is a very positive team spirit amongst the staff and they all are fully aware of both their own, and each other's, roles and responsibilities. This means that the deputy very capably manages the pre-school in the absence of the manager. Everyone at the pre-school understands the importance of safeguarding the children. Children's security and safety is rigorously monitored. There are robust recruitment procedures and all staff have completed the necessary background checks to confirm that they are suitable to work with children. Risk assessments completed for all aspects of the premises, and any outings, ensure potential risks to children are identified and promptly minimised. Staff are clear about their responsibilities in protecting children from harm. They have a good understanding of how to recognise signs and symptoms of abuse and know the procedures to follow should they have any concerns. All staff hold current first-aid certificates. This means that the staff can confidently deal with minor injuries and emergency situations.

The staff team have an energetic drive for continuous improvement, and constantly research best practice and look for fresh ideas. Effective self-evaluation demonstrates an accurate awareness of the pre-school's strengths and minor weaknesses, and takes into account the views of staff, parents and children. Staffs' performance is regularly monitored through regular meetings and appraisals. As a result, staff are encouraged to attend a range of training opportunities to ensure their knowledge and childcare skills are continuously developed. The monitoring of children's progress is very good. Assessments are linked to a target tracker, to make certain that the impact of the educational programme is systematically measured. In addition, this means the manager can quickly identify any gaps in learning for individual children, and for different groups of children. Consequently, any necessary intervention is quickly secured to ensure that no child gets left behind. The recommendations identified at the last inspection have been positively addressed. The outdoor area has been improved with an all-weather play surface and there is also now a cosy area where children can listen to stories or look at books for pleasure.

The strong commitment to partnership working with parents and external agencies is evident, well-established and contributes to meeting children's needs. Close liaison with local schools and sensitive support provided by staff ensures that children are prepared extremely well for their move on to school. Parents become involved in the running of the pre-school by joining the committee, taking part in fundraising, or attending special events, such as the sports day and garden parties. Staff have very good relationships with parents who speak highly of the service and the care their children receive. They report that they are delighted with the progress their children are making and value the warm and friendly atmosphere the whole team provides.

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	650109
<b>Local authority</b>	Essex
<b>Inspection number</b>	855633
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	61
<b>Name of provider</b>	Newlands Spring Pre-School Committee
<b>Date of previous inspection</b>	16/10/2008
<b>Telephone number</b>	01245 442505

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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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