

# Frypa Rascals Pre-school

Frypa Hall, The Fryth, Basildon, Essex, SS14 3PL

**Inspection date** 29/09/2014  
Previous inspection date 18/07/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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. Staff skilfully interact with children to encourage their imaginations and extend their play and learning. Therefore, children make sustained progress over time.
- Children are happy, confident and secure because staff sensitively settle children into the pre-school and build positive relationships with them. Safeguarding children is given top priority to promote their safety and welfare.
- Staff establish strong and trusting partnerships with parents. They work closely with parents to support children's individual care, development and learning needs.
- The committed staff team the dedicated to constantly improving their practice. Therefore, striving to always provide the best care and education for the children.

### It is not yet outstanding because

- There is potential to enhance children's learning further by monitoring the timing of routines to ensure that children consistently have sufficient time to engage in sustained, uninterrupted play.
- There is scope to improve the planning and extend the range of activities in the garden to provide further learning experiences, especially for children who prefer being outdoors.
- On occasion, the presentation of resources does not provide opportunities for children to extend their play and learning.

## 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 indoors and outside.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector carried out a joint observation of a teaching activity with the manager.
- The inspector spoke with the manager, staff and parents at appropriate times throughout the inspection.

## Inspector

Jemma Hudson

## Full report

### Information about the setting

Frypa Rascals Pre-school opened in 1969 and is on the Early Years Register. The pre-school operates from a large hall within a community centre. It is situated within walking distance of schools and shops in Basildon, Essex. All children share access to a secure outdoor play area. The pre-school employs six members of childcare staff, four of whom hold appropriate early years qualifications at levels 3 and 4. The pre-school opens Monday to Friday from 9.15am to 12.15pm and on a Monday and Thursday from 1pm to 3.30pm during term time. There are currently 35 children attending who are within the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school receives support from the local authority.

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

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

- review the organisation of routines, such as circle time and snack, so that these sessions do not interrupt children's concentration and involvement in activities
  
- enhance children's experiences of outdoor learning, for example, by creating a richly resourced environment which reflects the wide range of learning opportunities provided indoors
  
- enhance the presentation of resources to consistently ensure that children have free access to a wide range of activities to extend and challenge their play.

## Inspection judgements

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

Children receive a warm and friendly welcome to the pre-school. They enjoy a range of well-resourced activities that support and promote their continued learning and effectively meet their needs. The planned activities cover the seven areas of learning. Staff plan well, taking into account each child's interests and age and stage of development. This good planning, along with quality teaching, means that children continue to develop skills and attributes needed for future learning. The pre-school is well organised so that children can make good choices to support their interests and play. For instance, children enjoy using the mathematics area independently and spend time investigating a range of books in the tent in the book corner. However, there is scope to enhance the presentation of some resources to provide opportunities for children to extend their play, particularly in the creative area.

Children enjoy leading their own play and taking part in activities which are guided by adults. Staff interactions with children are strong. They talk to children and consistently use open-ended questioning to extend their communication and language. Staff skillfully support children to develop their imaginative skills through spontaneous role play. For example, a group of children enjoyed taking a pretend bus ride to the jungle where they spent time looking for animals. These quality interactions engage children in sustained play and support them to develop their social and communication skills. Children have access to a garden area which supports them to make choices and direct their own learning. They clearly enjoy using the wide range of physical equipment. Staff encourage the children to make good use of this area. However, there is scope to provide children with a greater range of resources and learning experiences in the garden.

Staff know children well because they take time to meet them and their parents. Staff gather information from parents and children as they settle in. Children's learning journals show good observations linked to the areas of learning. Staff use these observations to track children's progress effectively and highlight areas of weakness. Timely interventions ensure that all needs are appropriately met and that children develop the skills and attributes needed to support their move on to school. Assessments are precise and robust and next steps are used to inform planning. This ensures that children's needs are met and supports them to make sustained progress over time.

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

Children share warm relationships with the approachable and friendly staff. New starters settle quickly into the nursery. A well-established key-person system is in place to help children build relationships with their special member of staff. This supports their emotional needs and as a result, children are motivated to learn. Children demonstrate a positive approach to learning and behaviour in the pre-school is good. Staff provide excellent role models, interact well with children and engage them in meaningful conversation which results in an extremely calm, relaxed and friendly atmosphere.

Staff develop and extend children's understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. Children benefit from regular fresh air and exercise during outdoor play. They have a wide range of opportunities to learn about healthy lifestyles, for example, they are offered a range of nutritious healthy snacks. Children have access to water throughout the session and are offered water or milk with their snack. Children sit together and are very sociable. They talk to each other and share experiences. Staff use this opportunity to encourage talk about the morning, what the children have done and what they are going to do after pre-school. In this way, children's interests are further extended and they learn to listen to each other and form opinions. Children have the opportunity to participate in sessions, such as group games or circle time. However, these daily routines are not always effectively organised to fully engage children's interest. For example, children's play is interrupted for a group exercise session.

Children's well-being is given the highest priority at the pre-school. Staff have appropriate

training in first aid and are very well aware of the medical or dietary needs of children in their care. Effective procedures are in place and are regularly reviewed to support children's welfare effectively. Staff know and understand the needs of all children. They provide any extra support needed to ensure all children, including those with special educational needs and/or disabilities, are included in activities to promote their good progress. There is a very strong family feel to the pre-school as many children attend with siblings. The very stable staffing policy means that staff know the families extremely well. Consequently, all children feel secure and make excellent emotional attachments while at pre-school. Children's transitions within the pre-school are managed sensitively to ensure children are emotionally ready for the move. Their move to school is supported well through visits and sharing records with feeder schools.

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

The pre-school is managed well. The manager and her team are reflective and they demonstrate a commitment to the continual development of the whole provision. All staff demonstrate a good knowledge of the Early Years Foundation Stage. They understand their responsibility to promote the learning and development of all children which means that children are consistently provided with a range of experiences to meet their needs. The majority of staff hold relevant childcare qualifications and are keen to continually update their professional development. The managers regularly meet with staff to discuss and share any ideas, and to further promote effective outcomes for children. They carefully monitor staff performance, both informally through working alongside the staff and more formally through annual appraisals and monthly supervisions to identify training needs. This helps to promote good outcomes for children.

The managers in the nursery have a good understanding of the requirements to safeguard children. Staff knowledge of safeguarding is robust. They have a good understanding of the signs of abuse and the action to take if they have any concerns about a child's welfare. Their practice is supported by secure policies and procedures. The premises are kept secure and thorough risk assessments are undertaken, ensuring children can play safely and freely. Staff work well as a team to promote the smooth running of the session. They are well deployed, indoors and outside, ensuring children's safety and supporting them in their play and learning.

Parents value the strong partnership and relationships they have with the pre-school. They speak highly of staff and are delighted with the activities they provide for children. They say that 'staff are caring and nurturing'. One parent also commented on the 'excellent' support she received from all of the staff. The pre-school has developed successful strategies to work closely with parents. Consequently, children have continuity of care and their needs are very well 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. 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>	203397
<b>Local authority</b>	Essex
<b>Inspection number</b>	876225
<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>	35
<b>Name of provider</b>	Frypa Rascals Pre-School Committee
<b>Date of previous inspection</b>	18/07/2011
<b>Telephone number</b>	01268 281921

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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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