

# Bluebell Pre-school

Holy Trinity School, Fidders Folley, Forham Heath, Colchester, CO3 9UE

<b>Inspection date</b>	30/09/2014
Previous inspection date	28/11/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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's well-being and safety is protected, as all practitioners have a sound knowledge of child protection procedures. They regularly refresh their knowledge through training and demonstrate a clear understanding of their responsibility to ensure children's welfare.
- Children are cared for and taught by a team of practitioners who demonstrate good teaching skills. They have a secure knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. This means that children make consistently good progress.
- Practitioners are skilful in promoting children's emotional well-being to ensure they have a very strong sense of belonging. As a result, children are confident, feel secure and settle quickly, having formed strong bonds with their key person.
- Practitioners have established successful partnerships with other professionals and providers to ensure children are fully supported.

### It is not yet outstanding because

- Practitioners do not consistently obtain information from all parents about children's starting points, to identify more methodically what each child can do before starting pre-school.
- Practitioners have not fully embraced opportunities for children to extend their learning and independence at mealtimes.

## 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 compulsory part 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 main playroom and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager and her deputy.
- The inspector looked at children's assessment records and planning documentation.  
The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and discussed plans for improvement.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Lynn A Hartigan

## Full report

### Information about the setting

Bluebell Pre-School was registered in 2011 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated within the Holy Trinity Primary school grounds in Fordham Heath, Essex, and is one of two settings that are privately owned and managed. The pre-school serves the local area and is accessible to all children. It operates from a demountable classroom and there is an enclosed area available for outdoor play. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and level 6. The pre-school opens Tuesday, Wednesday and Thursday, during school term. Sessions are from 9am until 12 noon and afternoon sessions are from 12noon until 3pm. Children attend for a variety of sessions. There are currently 21 children attending the setting, all of whom are in the early years age group. The pre-school provides funded early education for three- and four-year-old children and supports children who speak English as an additional language. 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:

- extend opportunities for all parents to contribute what they know about their child before they start at pre-school, so that the high quality of monitoring children's development is consistent
- enhance the already good practices for children to be independent at mealtimes and further their understanding of caring for their environment by, for example, providing opportunities to learn about recycling and composting waste foods.

## Inspection judgements

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

Children are taught by practitioners who have high expectations for them. They demonstrate a clear understanding of how children learn and progress. Children are provided with a good educational programme, both indoors and outdoors, that offers children interesting and challenging experiences across all areas of learning. This means children make good progress towards the early learning goals. There is a strong focus on communication and language skills and children's physical, emotional and social skills, as the importance of these are recognised by practitioners to support children in future learning and in preparation for school. For example, opportunities are provided for children to talk in groups to build on their confidence. New words are continually introduced to their vocabulary and children are given time to respond to questions and think for themselves. This is because practitioners are skilful in how they encourage

children's critical thinking. For example, when children ask for help to fill bottles with water, practitioners skilfully ask them how they think they can do this for themselves, rather than just providing solutions. Children enthusiastically make fresh posters for their mud pit. These detail the need for children to wear waterproof boots. Children confidently tell visitors to pre-school why this is important and use newly introduced words, such as laminator, to explain that they do not want the posters to get wet.

Children are able to self-select from a good range of quality stimulating resources. These are easily accessible, well organised and some are labelled, enabling children to initiate their own play. Improvements have been made since the last inspection to ensure planning offers children a good balance of child-initiated and adult-led activities. Practitioners regularly complete accurate assessments of children's development. This means children's individual next steps in learning are precisely supported in the planning of future activities. Practitioners demonstrate how children progress, using well-maintained documents that are closely monitored for accuracy and to highlight any gaps in learning. These clearly demonstrate that children are working at the typical range expected for their age, with some children exceeding this. This includes children who speak English as an additional language. Since the last inspection, improvements have been made to ensure children's home language is fully embraced in play. For example, signs are displayed in different languages and children's favourite story books are provided in dual languages. Practitioners and children come together in the morning and greet one another using English and French. This not only supports children's general language development, but ensures all children feel valued and that text is written in many different ways and has meaning.

A strong emphasis is placed on establishing effective working relationships with parents. An effective key-person system is in place and practitioners offer home visits to their key children before they start at pre-school. This is very beneficial, as children have the opportunity to get to know their key person in familiar surroundings and good information is shared in a relaxed atmosphere with parents. However, some documents that include useful information, with regard to parents sharing what they know about their children's abilities, are not consistently available for all children. The lack of some information means practitioners cannot always plan precisely for when children first attend. Parents are positively encouraged to contribute regularly to their children's learning, as they are welcomed into the pre-school to settle and engage in play with their child. They are provided with some opportunities to understand how children are taught and how to support learning at home. Parents are kept informed of children's daily progress through regular feedback from their child's key person. Practitioners are pro-active in establishing positive links with other settings children attend. This means children's learning is shared and they receive continuity of care and learning.

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

Children are welcomed into a stimulating, well-resourced and fun environment, both indoors and outdoors. This means children are keen to attend and are happy and eager learners. The effective key-person system in place also helps them to settle quickly. The

close attachments children establish with their key person means children's emotional well-being is good and this enables them to develop the confidence they need for the next stage in their learning or when they move onto school. Parents are fully informed, regarding the importance of the role of the key person, and this is evident through conversations with parents at the time of inspection. Practitioners work closely with parents and carers to ensure their children's individual needs are met. Improvements have been made since the last inspection to ensure all significant relevant documentation is available and signed by parents, such as accident records.

The premises are well maintained, safe and secure because practitioners identify and minimise any potential hazards through the use of ongoing risk assessments. Children are taught how to use equipment safely and they have developed simple rules that they understand. For example, children use metal trowels and spades in the mud pit but know the clear rules of having to wear appropriate protective footwear to keep themselves safe. Each child has an input into the pre-school rules. Practitioners sit and read them and children sign their own copy either by making marks or writing their name. These are then kept in their learning folders. Children's behaviour at the pre-school is good as a result. This is also because practitioners are positive role models and they teach children what is acceptable behaviour through consistent clear messages and guidance. Children show consideration to their friends. For example, when children splash water on their friends while playing at the water tray, practitioners calmly remind them that their friend does not want to get wet. Children apologise without prompting, and offer hugs. They are able to wait and take turns and share with one another, but also use a timer to help negotiate when it is their turn.

Children learn about being healthy and are able to exercise daily in the fresh air. Nutritious snacks are offered and children decide for themselves when they are hungry. They independently pour their own drinks and confidently serve themselves the fruits on offer. They are familiar with the daily routines and know to wash their hands before eating without any prompting. However, currently routines at mealtimes do not maximise opportunities for children to make decisions and, therefore, learning is not fully extended. This is because there are few opportunities for children to self-serve and to participate and learn about recycling of packaging and composting waste food. Consequently, their understanding of this aspect of the wider world is not extended. The playroom is well set out, with designated play areas. There are also comfortable sofas, cuddly toys and quiet dens for younger children to rest, sit quietly and sleep if required. Children are confident and have lots of contact with the host school. They excitedly talk to the reception teacher when she visits and stops to say hello at mealtimes. They also spend time using some of the facilities at the school. This enables children to become familiar with the school environment, and supports their confidence when they move on to the next stages in their education.

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

The manager and her team have a very good understanding of their roles and responsibilities to meet the safeguarding and welfare and the learning and development requirements of the Early Years Foundation Stage. As a result, children enjoy a broad range of learning experiences within the educational programme. Since the last inspection, the manager has implemented a thorough process to monitor the planning and assessments of children's development. This means children with any identified needs, or any gaps in learning, are targeted and appropriate interventions are swiftly put in place to support their progress. Practitioners view children's safety as paramount. Thorough risk assessments are conducted daily to identify and address any hazards to children, on and off the premises. All practitioners have a sound knowledge and understanding of the safeguarding procedures. They know how to proceed, should they have any child protection concerns about a child in their care. This is because the manager is thorough when recruiting new practitioners, as there is a sharp focus on child protection and keeping children safe. New recruits complete a variety of interviews, spend time at the pre-school and complete all appropriate suitability checks. Completion of a thorough induction is also required before a permanent position is offered.

Practitioners' performance is monitored and supported through daily conversation and at more formal supervisions. The manager ensures practitioners are qualified and positively supports training to further their knowledge, as she fully understands the importance this has on improving practice. The manager is realistic when evaluating the provision and, as a result of careful monitoring, has an accurate view of the quality of teaching and areas to develop. Practitioners and parents views are also positively encouraged when evaluating the strengths and areas for improvement of the pre-school.

Partnerships with parents are strong and highly effective. Parents comment very positively on how happy their children are and how well they settle and make good progress. They are very familiar with their child's key person, commenting that all practitioners are friendly and approachable. Parents speak positively of the home visits, information provided and the cosy small setting, which enables practitioners to get to know their children well. Information is offered through daily discussion, display boards and regular newsletters to ensure parents are fully informed about all aspects of the pre-school. Good support and strong links with the host school means that children are well-prepared when moving on. Children enjoy visits to school for assemblies and watching plays. These links enable children's smooth move into school. When needed, practitioners work proactively with parents to engage with external agencies and services to secure appropriate interventions for children, which ensures that all children are effectively supported to make good progress.

### **The Childcare Register**

The requirements for the compulsory 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. 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>	EY435932
<b>Local authority</b>	Essex
<b>Inspection number</b>	962560
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	20
<b>Number of children on roll</b>	21
<b>Name of provider</b>	Jacqueline Mary Leach
<b>Date of previous inspection</b>	28/11/2013
<b>Telephone number</b>	01206 241677

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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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