

Cedars Park Preschool & Schools Out Club

Cedars Park Community Centre, Pintail Road, Stowmarket, Suffolk, IP14 5FP

Inspection date	11/11/2014
Previous inspection date	20/11/2013

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		2
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 provided with a an appropriately balanced programme of activities. Staff generally support children's learning well, following their interests and using appropriate language to extend their thinking.
- Staff form warm, caring bonds with the children. They demonstrate they feel happy, safe, secure and settle well at the pre-school.
- Staff safeguard children well. They have a secure understanding of the possible indicators of abuse and know the appropriate action to take if they have concerns about a child.

It is not yet good because

- Staff collect information from some parents when children start. However, this is not consistently used to form robust initial assessments of children's interests and capabilities, in order to effectively challenge all children in their learning.
- The manager's monitoring of staff's assessments of children is not robust or consistent enough, to identify gaps in children's learning where they need extra support.
- Staff provide craft materials for the children. However, this is less well organised in the pre-school room, to enable the children to independently access the resources to further develop their independence and creative skills.

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 two-year-old room, the pre-school room, the garden and had a tour of the premises.
- The inspector had a meeting with the manager and deputy and carried out a joint observation with the manager.
- The inspector had conversations with staff, children, parents and viewed parent feedback obtained from questionnaires prior to inspection.
- The inspector held discussions with the staff about the children's progress and achievements and viewed the children's development records.
- The inspector saw evidence of the suitability and qualifications of staff, self-evaluation, risk assessments, policies and procedures and other documentation in relation to health and safety checks.

Inspector

Daniella Tyler

Full report

Information about the setting

Cedars Park Preschool & Schools Out Club was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of two childcare settings that are privately owned and managed. It is situated in a community centre in the Stowmarket area of Suffolk. The pre-school and schools out club serves the local area and is accessible to all children. It operates from Cedars Park community centre hall and there is an enclosed area available for outdoor play. The pre-school and schools out club employs 16 members of childcare staff. Of these, one hold appropriate early years qualifications at level 6, one at level 5, one at level 4, five at level 3, two at level 2 and six members of staff are working towards their level 3 qualification. The pre-school and schools out club opens Monday to Friday. Sessions are from 7.45am until 6pm for 48 weeks a year. The schools out club opens before and after school during term time and from 7.45am until 6pm during school holidays. Children attend for a variety of sessions. There are currently 114 children on roll, 60 of whom are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- develop more effective ways to consistently use the information obtained from parents about children's starting points and observations carried out by staff, in order to form robust initial assessments of children, so activities and experiences planned for them challenge them early on in their time at the pre-school
- strengthen systems in place to monitor staff's assessments of children to ensure that they are accurate and that they identify children that need extra support to make good progress.

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

- develop further the craft area in the pre-school room, so that children are able to easily access a range of materials to further develop their independence and creative skills.

Inspection judgements

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

Staff provide a balanced range of activities for children that cover the seven areas of learning. Children are able to freely move between the indoor and outdoor play environment as they choose. Staff generally support children's learning well. They routinely observe children in their play and plan activities based around their individual needs and interests. Staff obtain information from parents on entry about children's likes, dislikes and what they can do. However, this is not consistently used to form robust, initial assessments of children's capabilities, in order to inform early planning for children so they are challenged effectively from the start.

Children are generally prepared for the next stage in their learning, including the move to primary school. Staff adapt activities to support children's literacy skills of differing ages. Younger children use resources, such as paint brushes and water, which they use to draw circles and lines on the floor outdoors. Older children are encouraged to trace their names and recognise a range of words in the environment, including doing words, such as tip, at the rice and buckets activity. In addition, staff encourage children to develop their speaking and listening skills with their cosy book areas and group story times. Children develop their large physical skills, staff encourage children to balance and crawl on a beam and lift and stack plastic crates in the garden. They also develop their small physical skills by using malleable dough, tweezers and water beads. Children learn about people, professions and the world around them with regular visits from people in the community, such as, fire fighters, dog handlers and circus performers.

Children with special educational needs and/or disabilities are happy and settle well. Staff regularly share information with parents and professionals to effectively support them with their learning and development. Children with English as an additional language are supported by staff to develop their communication and language skills in English. Staff obtain information from parents about children's home language and use it in their play to support the children to progress in their learning. Staff have formed trusting relationships with parents. Parents share information about what they know their children are learning at home and regularly view their children's development records. However, information collected from parents before children start is not consistently used to support children's learning early on. Children take home the pre-school bears Charlie and Chester and document their travels with photographs and observations in the bear's holiday books. As a result, this supports children's learning at home and links it with their learning at pre-school.

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

Children form warm, caring bonds with their key person, staff and each other. They demonstrate they are happy, safe and secure. Staff obtain information from parents when children start about established care routines. This enables them to provide an environment that the children feel safe and secure in. As a result, children experience a smooth move from their home and settle well at the pre-school. Staff attend song time sessions at the school with the children before they start to emotionally prepare them for the move to the Reception class. Staff provide a range of resources that children can access independently so they build their confidence and self-esteem as they make choices

in their play. However, the craft area in the pre-school room is less well organised for the children to access freely to develop their independence and creative skills. For example, some drawers that are labelled do not have the corresponding resources in them and some resources are not easily accessible for the children as they are stored at the back of the unit behind other items.

Children learn about a healthy lifestyle. Children say things, such as 'I will eat my grapes so I can be strong like Daddy'. Staff provide healthy food, such as fruit and salad vegetables for snack, and work together with parents to advise them on healthy options for children's lunch boxes. Children regularly take part in physical exercise. They ride bikes and scooters in the garden, play active games at circle time and attend regular trips to the local park. Children's independence is promoted by the staff. Even the youngest of children are encouraged to develop their self-care skills, such as, wiping their own noses, putting on their own coats and washing their own hands. Children also help staff to wash up the bowls and cups after snack time. As a result, children feel valued and take pride in themselves, as they are given responsibility to take part in these everyday tasks.

Staff are good role models and positively promote children's good behaviour. They remind children of the pre-school rules at circle time, such as 'remember we use our walking feet inside and our running feet outside'. Children respond well to these strategies and confidently remember and repeat the pre-school rules back to the staff. Children develop an awareness of how to keep themselves safe. Children regularly take part in emergency evacuation procedures, so they learn how to keep themselves safe in an emergency.

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

The manager has a secure understanding of her responsibility to implement the safeguarding and welfare requirements. She has devised policies and procedures that protect the safety of the children. Staff can identify the signs and symptoms of abuse and know the appropriate action to take if they have concerns about a child. All staff have Disclosure and Barring Service checks in place, indicating they are suitable to work with children. Staff regularly risk assess the environment and carry out daily checks to ensure that it is safe and suitable for children to be in. At least one member of staff who has a valid first-aid certificate is on the premises at any one time. These staff members are kept within sight and/or hearing of the other members of staff. This ensures that children are protected in the event of an accident. The premises are secure, there is a buzzer system in place to ensure that staff are aware of visitors entering and leaving the pre-school area.

Following the last inspection, Ofsted issued a notice of action to improve. The manager has taken appropriate action to address the concerns that were raised. Since the last inspection, the manager has implemented several in-house training sessions around subjects, such as the areas of learning, planning, assessment and working with parents. Staff have also started further training at level 3 and one member of staff has started her early years degree. The staff team now have higher qualifications and are now deployed effectively according to their level of knowledge and skills. Staff comment that they feel

valued and supported by the manager who is also the provider. The manager has now implemented a self-evaluation, which highlights the pre-schools strengths, areas for improvement and includes the views of parents, staff, children and other professionals. The manager and staff have implemented new planning systems that enable them to plan activities that are tailored to the individual needs and interests of children. The manager's monitoring provides a brief overview of children's progress. However, the manager's monitoring of staff's assessments of children is not consistent or robust enough. As a result, she does not always check that their assessments are accurate to be able to identify any gaps in the children's learning where they need extra support to make good progress.

The manager and staff have formed trusting partnerships with parents. They regularly share information with them about their children's progress. However, information obtained from parents on entry is not consistently used by staff to form a comprehensive initial assessment of the children's capabilities and interests. Parents comment that they are happy with the care their children receive and they have grown in confidence and developed their language skills since attending the pre-school. The manager and staff have formed successful partnerships with the local schools; they invite teachers into the pre-school, take children to the school for events and share summaries about children's progress when they move to Reception class.

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. 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

Unique reference number	EY465715
Local authority	Suffolk
Inspection number	962947
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	36
Number of children on roll	114
Name of provider	Michelle Samantha Baker
Date of previous inspection	20/11/2013
Telephone number	07854 682178

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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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