

Writtle Green Pre School

Longmeads Community Centre, 12-14 Redwood Drive, Writtle, CHELMSFORD, Essex, CM1 3LY

Inspection date	15/12/2014
Previous inspection date	09/05/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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 well protected in a safe, calm learning environment because staff have a good understanding of how to safeguard children in their care. Children feel a strong sense of belonging because of the secure, trusting relationships they have formed with the adults.
- Partnerships with parents and external agencies are successful in securing appropriate interventions, so that vulnerable children receive the support that they need to make progress.
- Children are well prepared for the move to school because of the good arrangements that are in place and the strong relationships with the school.

It is not yet good because

- Parents are not always given accurate information about their children's ongoing progress so that they are fully aware of their child's development and whether this is as expected for their age.
- Leaders are not yet meeting the requirements for ensuring staff receive supervision. As a result, some aspects of teaching are variable and, therefore, do not help children to make best progress.
- Systems for evaluating the provision are not rigorous enough to identify priorities and set challenging targets for improvement.

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 held discussions with the supervisor and conducted a joint observation with the supervisor.
- The inspector observed learning activities and interacted with children and staff.
- The inspector sampled documentation relating to safeguarding, children's learning and development records, and planning and assessment.
- The inspector checked evidence of the suitability and qualifications of staff and the provider's self-evaluation.
- The inspector took account of the views of parents spoken to on the day and from information included in the setting's own parent survey.

Inspector

Vicky Turner

Full report

Information about the setting

Writtle Green Pre School was registered in 1994 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Longmeads House Community Centre in the Writtle area of Essex, and is managed by a committee. The pre-school serves the local area and is accessible to all children. It operates from one large room and there is an enclosed area available for outdoor play. The pre-school employs six members of childcare staff. All members of staff hold appropriate early years qualifications at level 2 or above. The pre-school opens Monday to Friday, term time only. Sessions are from 8.45am until 11.45am and from 12pm until 3pm. Children attend for a variety of sessions. There are currently 41 children attending who 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 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:

- ensure that parents are given accurate information about their children's ongoing progress, so that they are fully aware of their child's development and whether this is as expected for their age
- conduct regular staff supervision meetings so that teaching practice is effectively monitored and appropriate levels of coaching, support and training are provided, to ensure that teaching is consistently good so that children are supported to make best progress.

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

- develop a more rigorous system for self-evaluation, in order to identify priorities and set challenging targets, so that the quality of the provision for children is consistently good.

Inspection judgements

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

Staff have a sound understanding of the learning and development requirements and understand how children learn. They gather information about the children from their parents and use this information as a starting point when children first start at the pre-school. Staff observe the children regularly and identify the next steps in their learning.

They then plan interesting learning opportunities for the children, based on the children's interests and seasonal topics. The new tracking system enables staff to identify gaps in children's learning, and to seek appropriate support and advice from other professionals. As a result, children with identified needs are well supported. Every child has a learning journey record, which includes staff observations, photographic evidence of independent learning and examples of children's work. However, this information is not specific about the actual progress children are making and whether this is as is expected for their age. This makes it difficult for parents to gain a precise view of how their children are progressing. Parents have the opportunity to contribute to their children's records by sharing children's home learning with the pre-school. Parents are invited to the pre-school to discuss their child's progress twice a year. The progress check for children between the ages of two and three years are completed and shared with parents.

Children are highly engaged in their chosen activities and are able to access the resources that they need for their play. Staff engage in conversation with the children and model language well. However, some members of staff do not always seize the opportunity to extend children's language or challenge their thinking. Makaton sign language and visual timetables support children with language and communication difficulties. Group discussion times provide good opportunities for children to express their ideas and personal experiences. Younger children enjoy an interactive story session about a dog and practise seasonal songs for the Christmas production. This is supported by props and percussion instruments. Children take books home to read and choose books to share with an adult in the book area. They make iced biscuits, which they eat at snack time. They observe changes as they pour water into the icing sugar and stir.

Children's mathematical skills are well promoted through number rhymes, puzzles and counting activities. For example, they count how many children are in pre-school today and count pebbles in the sand. They estimate and count how many spots on the dog in the story each time he acquires more spots. Children thoroughly enjoy investigating the flow of water as they pour it through different sized tubes and funnels. They problem solve as they investigate why the water is not flowing through one of the funnels. Children soon discover that there is a leaf in the funnel. There are adequate opportunities for children to make marks and to recognise their name as they self-register when they arrive. Older children begin to link letters and sounds and learn to write their names. They are developing the necessary basic skills that will help them learn when they start school.

Children have access to a range of information and communication technology equipment, such as voice recorders, microphones and hand held devices. These support children's basic literacy, mathematical and coordination skills. Visits to the park bring stories alive and provide good opportunities for children to follow instructions as they follow a trail and meet with characters in the story. There are adequate opportunities for children to express their creativity. For example, children's bubble painting, self-portraits, hand prints, snowmen Christmas cards and Christmas tree mobiles are on display around the pre-school. Children learn about plant growth as they plant different types of herbs in the garden. They celebrate various cultural festivals throughout the year. The fields provide good opportunities for children to explore nature, such as wildlife and bird life at different times of the year.

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

Children are eager to attend and are warmly greeted by the adults on arrival at the pre-school. They quickly settle down to an activity of their choice. Staff, children and their families develop strong relationships because of the well-established key-person system in place. Staff know the children well and are able to support them in their learning and development. As a result, children feel a sense of belonging and parents comment that there is a 'lovely community feel'. Children feel at home in this calm, welcoming environment and are confident to play and explore their surroundings. Children's independence is well promoted. They are encouraged to manage their own personal care needs. For example, they wash their hands after using the toilet, after messy play and before snacks. Visual prompts in the toilet area help children develop good hand-washing routines. Children are encouraged to use tissues when they have a cold and dispose of them appropriately. Children pour their own drinks, put on their coats and help tidy up. They are encouraged to take risks and taught how to keep themselves safe. For example, they walk rather than run indoors and wear appropriate eye goggles when they tap a shape with small pins and hammers.

Children's health is well promoted as they make healthy choices at snack time. They help themselves to sandwiches and a selection of sliced fruit. They have a choice of milk or water. Water is available throughout the day. There are good systems in place to ensure the safety of children with medical or dietary needs. Children have good opportunities to be physically active outdoors on a daily basis. They ride a variety of wheeled toys, climb, slide and bounce on the trampoline. Part of the field is used for running and playing ring games. This contributes well to children's physical development. Children behave well because praise and rewards are used effectively to acknowledge children's achievements and positive behaviour. The 'wow' board celebrates children's achievements and boosts their self-esteem. This is displayed in the courtyard for the parents to see.

Children are emotionally well prepared for the move on to school. Older children visit the primary school to familiarise themselves with the school environment. They engage in role-play activities as they dress up with the school uniform and practise changing for physical education. Children have a packed lunch every day before the start of the afternoon session. This promotes their independence and prepares them for the lunch time experience when they start school. The school's reception class teachers visit the pre-school, and children also visit the school to meet with their teachers and explore their new classroom. Children are invited to the school's sports day and the reception class Christmas play.

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

All relevant policies and procedures to safeguard children are in place and regularly reviewed. Staff have a good understanding of their responsibilities to keep children safe. All staff have completed recent training on safeguarding and know how to report concerns they may have about a child's welfare. Staff and parents adhere to the policy on the use of mobile phones on site, in order to keep children safe. Visitors to the setting have their

identity checked before gaining entrance to the building. There are robust recruitment procedures in place to ensure that staff are suitable to work with the children. Daily risk assessments ensure that equipment and learning environments are safe for children to play. Accident and medication records are well maintained and shared with parents. Half-termly fire practices mean that children understand the procedures for the safe emergency evacuation of the premises.

The supervisor is passionate about the provision and leads an effective team of experienced staff who are keen to move the pre-school forward. They conduct peer observations and reflect on their practice in order to improve outcomes for the children. This has resulted in increased staff confidence in their roles. The supervisor monitors staff performance through informal observations and annual appraisals. However, individual supervision meetings are not yet in place. As a result, staff targets do not always focus sharply on developing consistency in teaching and learning. Consequently, some aspects of teaching are variable and require improvement in order for children to make good progress. Staff meet on a daily basis to evaluate the day's activities and plan for the next day. Regular staff meetings provide good opportunities for staff to discuss their key children and contribute their ideas. Staff are encouraged to attend training in order to improve their knowledge and skills, but training opportunities are not always tailored to staff's individual needs. All staff hold current first-aid certificates and are trained in food hygiene and autism. Three members of staff have completed the special educational needs coordinator training.

The supervisor and the new deputy supervisor are committed to improving the provision. There are plans to provide more opportunities for children to make marks, in order to develop their fine motor skills. The supervisor is keen to develop more resources to support children with communication and language difficulties. However, systems for evaluating practice are not rigorous enough to inform priorities and set challenging targets for further improvement. Recommendations from the last inspection have been fully addressed. The outdoor provision now offers more varied activities to support all areas of learning. Fire drills are recorded and details of any problems are logged.

The pre-school has established strong relationships with parents, who speak highly of the staff. Parents receive regular information about the setting's activities, through daily informal conversations, regular newsletters and the parents' notice board. Term dates and other information can be found on the pre-schools website. Annual questionnaires enable parents to express their views about the provision. Parents are invited to the family fun festival, the Christmas production and the Halloween and Easter events. Parents attend stay and play sessions and are invited to share family cultural celebrations with the children. They comment that their children are well prepared for the move on to school because of the good arrangements that exist. Good relationships with external agencies, such as the area special educational needs coordinator, health visitors and the outreach worker means that the pre-school is able to secure appropriate interventions to enable vulnerable children to make progress. The pre-school has strong links with the children's centre, the school and other schools that the children are likely to attend.

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	650172
Local authority	Essex
Inspection number	855636
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	19
Number of children on roll	41
Name of provider	Writtle Green Pre-School Committee
Date of previous inspection	09/05/2011
Telephone number	0795 0944612

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

