

Coopersale Pre-School

Institute Hall, Institute Road, Coopersale, Epping, Essex, CM16 7QX

Inspection date

15/01/2015

Previous inspection date

01/07/2011

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 1

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 1

The quality and standards of the early years provision

This provision is outstanding

- Teaching is excellent because staff initiate and maintain meticulous assessment and planning routines for children. They have outstanding knowledge of their needs and expertly focus on teaching them skills across all areas of learning. Therefore, children acquire all the skills needed for school and beyond.
- Staff provide children with excellent opportunities to learn through play. They accurately promote a balance of child- and adult-led activities to meet all children's learning styles and stages of development.
- Staff actively work with parents to support children's care and education. Together, they accurately identify and monitor children's needs to continuously maximise their learning and development.
- Staff proficiently contribute to children's well-being. They organise excellent routines, encourage independence and provide them with plenty of exercise and fresh air. Therefore, children effectively learn about healthy lifestyles.
- Staff actively contribute to, and reflect on practice. They benefit from highly effective supervision, coaching and training. Consequently, they are knowledgeable and demonstrate excellent capacity for continuous improvement.
- The safeguarding and welfare arrangements are exemplary. Staff know the steps to take to protect children and maintain well-documented practice. Consequently, children are safe and thrive.

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 and children at play throughout the inspection. She conducted a joint observation with the manager.
- The inspector interacted with children and spoke with staff during the inspection.
- The inspector sampled a range of documentation, including policies, self-evaluation form, evidence of staff's suitability and safeguarding procedures.
- The inspector looked at children's assessments and planning records.
- The inspector had a tour of both the indoor and outdoor play areas.
- The inspector sought parents' views through discussions on the day of the inspection and through written feedback in questionnaires.

Inspector

Karinna Hemerling

Full report

Information about the setting

Coopersale Pre-School was registered in 2000. It is registered on the Early Years Register and operates from a village hall in Coopersale, Epping. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 2 and 3. The pre-school opens each weekday during term time. Sessions are Monday to Thursday from 9am to 3pm and Friday from 9am to noon. The pre-school provides funded early education for three- and four-year-old children. The pre-school supports children who speak English as an additional language.

What the setting needs to do to improve further

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

- expand on the already great experiences children have outdoors by providing them with freely-chosen opportunities to extend their play and learning outside.

Inspection judgements

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

Staff promote all the learning and development requirements with excellence. They have a great understanding of how children learn and provide them with outstanding opportunities to learn through play. They conduct meticulous assessments of children's learning, and from the earliest opportunity, practice is tailored to their needs with accuracy. Key staff expertly celebrate children's interests and provide them with exceptionally well-resourced activities to enhance their learning and skills. For example, staff bring real-life resources to the home corner and create a 'doctor's surgery' area for children to play doctors. Staff use approved guidance to monitor children's development and accurately identify their next steps in learning. They effectively plan purposeful activities to support children's rapid progress. For example, staff working with older children organise direct teaching activities in small groups and individual sessions when they learn literacy and mathematical skills. Staff working with younger children securely support them in developing skills in the prime areas of learning, so children embed the skills necessary for their future learning. Staff are expert in engaging children in exciting, interesting and challenging activities. For example, children build using flower pots, caps and lids, and are skilfully supported to be creative. All staff have exceptional knowledge of all children's needs so their learning is maximised at all times. They accurately conduct the progress check for children aged between two and three years, and promote exemplary support for those who are developing below or above their expected age range. Children persist and are eager to learn. Therefore, they demonstrate all the characteristics of effective learning during play. Staff fully support children who speak English as an additional language and parents are engaged in promoting children's home language at the pre-school. For example, parents participate as volunteers, read books in their first

language and create multi-cultural posters to promote children's cultural backgrounds. Staff provide children with exceptional support through inspiring interactions that enhance all aspects of their development. Therefore, children flourish.

Teaching is exemplary, because staff are very knowledgeable and enthusiastic about children's learning. Children experience an excellent balance of adult-led and child-initiated activities that fully support their different learning styles. Staff prepare excellent educational routines, such as, daily group discussions, story, singing and exercise sessions. Focus activities are effectively adapted to the needs of children present and staff astutely encourage them to play together. For example, children participate in a planned marble painting activity. Older children experience mixing colours and creating purposeful patterns, while younger children reinforce their learning of colours and social skills, such as turn taking and sharing. Children work collectively, listen to instructions and share their ideas with each other. Staff skilfully engage children in learning skills and developing their understanding about the world they live in. For example, there are strong links with community members, such as the police and firefighters, who regularly visit children to teach them important life skills. Staff provide children with excellent opportunities to develop their imaginative play. For example, they promote heuristic play when children problem solve and critically think. Staff accurately ensure that play areas provide children with experiences across the seven areas of learning. Children benefit from daily access to outdoor play. However, there is capacity to expand on the already great experiences children have outdoors by providing them with more freely-chosen opportunities to extend their play and learning outside.

Staff skilfully promote partnerships with parents and maintain a highly effective, two-way flow of information to ensure children fully benefit from the continuity of learning between home and pre-school. For example, parents are made aware of learning objectives of activities and are encouraged to continue to support their children. Key staff maintain detailed learning journals for children and these are shared with parents regularly. Staff are extremely knowledgeable about children's needs and promote these astutely. Therefore, children develop all the necessary skills to ensure that they are ready for school and beyond.

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

Staff provide children with a very welcoming and organised environment. Children settle well, are happy and form strong bonds and attachments with peers and staff. The key-person system is fully implemented and key staff skilfully promote their key children's needs. Parents and staff organise children's settling-in sessions to ensure they are emotionally supported from the earliest opportunity. Staff spend quality time with children, as they play and have fun together. Staff fully understand and provide for children's needs. For example, through excellent partnerships with parents, staff obtain all relevant information about children's dietary requirements, care needs and home routines. Therefore, children are extremely comfortable and thrive.

Staff are very caring and attentive towards the children. They maintain consistent practice with regards to monitoring their behaviour and identifying targets to support their needs,

always in partnership with parents. Staff praise children and involve them in making decisions and choices. For example, children are introduced to daily planned activities and made aware of their learning outcomes. Staff ask them about what they would like to do and children benefit from uninterrupted play opportunities. Practice is based on children's needs and interests, therefore, they behave well. Staff fully promote children's independence. For example, they help staff with daily routines, such as mealtimes and tidy up times. Children are confident and responsible, because staff provide them with many opportunities to learn these skills. For example, staff and children built a long line using over a hundred bottle caps. When play is over, they spontaneously put the caps away together. The very inclusive and rich learning environment is effectively organised to promote all children's independence. For example, staff take full consideration of the different ages of children attending the pre-school and ensure they have access to toys and resources to lead their play.

Staff effectively promote healthy living. For example, they provide children with nutritious breakfast and snacks. Staff closely monitor the contents of children's lunch boxes and work with parents to ensure these are appropriate. Children learn to manage their own needs, such as toileting and washing their hands. Staff organise daily opportunities for children to exercise and plan outdoor activities using two different play areas. Children participate in indoor exercise sessions and in regular walks to the local shops, parks and schools. Staff skilfully teach children about personal safety as they play and explore the play areas. They effectively engage children in thinking about possible dangers and how to avoid accidents. Therefore, children develop a very good awareness of their personal safety. Staff maintain strong links with local schools and invite teachers to visit children at the pre-school. Staff implement the 'school' theme in the planning and children learn about school routines and learning. This supports them to be emotionally very well prepared for school.

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

Staff expertly promote the safeguarding and welfare requirements. They are confident in practice and know where to go if they become concerned about children's welfare and well-being. Staff participate in thorough induction and are expertly deployed to supervise children. They are assigned designated roles; for example, there are safeguarding, special educational needs, behaviour and equal opportunity coordinators. Designated staff actively support other staff and work alongside parents to support children. The manager, who is also the registered provider, astutely manages the pre-school with the support of dedicated staff and parent volunteers. Policies and procedures are accurate and staff fully implement them in practice. For example, they maintain well-documented practice and thoroughly monitor all aspects of children's care and education in order to meet their needs extremely well. All staff participate in regular training and hold first-aid, safeguarding and food-hygiene certificates. The manager ensures that staff are suitable to work with children and conducts yearly checks of their suitability. She maintains accurate records of staff, children and parents and understands her responsibility of keeping practice in line with current legislation. Staff conduct daily risk assessment checks to ensure children are able to explore the play areas safely. Their greatest priority is to

provide children with the best possible start in life, through high standards of care and education.

The manager closely monitors the quality of teaching and learning. She actively works with staff to ensure children's learning is maximised at all times. For example, staff participate in weekly meetings, when they share ideas and information about their children's next steps in learning and their planning. This enables all staff to support children extremely well at all times. The manager is enthusiastic about children's play and invests in equipment, toys and training for staff to promote children's learning in the seven areas. She regularly reviews children's assessments and planning folders with key staff and monitors children's progress with them. There are excellent links with the local authority advisory team, local children's centres and other professionals. Assessment and planning routines are purposeful and children fully benefit from the accurate monitoring. Consequently, staff promptly provide for their needs.

The partnerships with parents are outstanding and they actively contribute to the high quality of the practice. Staff organise induction days for parents to learn about policies and procedures. They astutely promote an open-door policy for parents to take part in activities at the pre-school whenever it suits them. The manager provides parents with informative letters about child development and ideas of how they can extend their children's learning at home. She shares regular newsletters and organises a variety of events for parents to participate in. The manager completes the Ofsted self-evaluation form with staff and maintains her own action and improvement plans. She effectively involves staff and parents in reflecting on the services provided for children. For example, parents complete regular questionnaires to share their thoughts and expectations. Staff participate in regular appraisals, during which they share positive and negative aspects of practice. They demonstrate excellent capacity for continuous improvement and promote the outcomes for children extremely well.

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	204043
Local authority	Essex
Inspection number	876230
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	30
Name of provider	Catherine J Kemp
Date of previous inspection	01/07/2011
Telephone number	07743 595892

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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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