



Rodings and Easters Pre-School

Inspection report for early years provision

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| Unique Reference Number | EY220810 |
| Inspection date | 22 March 2006 |
| Inspector | Sandra Daniels |
| Setting Address | High Easter Village Hall, The Street, High Easter, Essex, CM1 4QS |
| Telephone number | 079850 13978 |
| E-mail | |
| Registered person | Rodings and Easters Pre-School |
| Type of inspection | Integrated |
| Type of care | Full day care, Sessional care |

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Rodings and Easters Pre-School in High Easter was registered in 2002, this setting is an extension to Rodings and Easters Pre-School in Leaden Roding, which has been in operation in excess of 20 years. Rodings and Easters Pre-School in High Easter operates from one large hall in the village hall in a rural location. The pre-school serves the local and surrounding areas.

The pre-school is registered to provide places for 26 children aged between 2 and 5

years. There are currently 42 children from 2 to 5 years on roll. This includes 37 funded 3 and 4 year olds. Children attend for a variety of sessions. The setting supports a small number of children who have special needs.

The group opens five days a week during school term times. Sessions are from 09:30 until 14:30 on Monday, Tuesday, Thursday and Friday and from 09:30 until 12:00 on Wednesday.

There are 9 full and part time staff work with the children. Of these, 6 have appropriate early years qualifications. There is 1 member of staff who is currently on a training programme. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from being cared for in an environment where good hygiene practices are always maintained. They learn about healthy routines through activities such as cooking and preparing food and helping with washing up. Children know the importance of hand washing prior to eating and after using the toilet because practitioners offer appropriate explanations for this, helping them to develop good personal hygiene. Children manage their personal care needs very well and are developing an understanding of things that may affect their health, such as germs, healthy foods and exercise. Staff consistently apply agreed health procedures which ensure the risk of cross-infection is minimised and children's health is maintained.

All children enjoy regular physical activities, both planned and spontaneous, and have access to a wide range of play equipment to support their physical development and co-ordination. For example, children take part in country dancing sessions, music, movement and drama, in addition to frequent use of the climbing frame, bikes, balls and an obstacle course. Children use a wide range of tools and equipment such as scissors and jigsaw puzzles.

Children's awareness of the benefits of healthy eating is actively promoted at snack times when they enjoy choices from fresh foods such as fruits and vegetables, breadsticks and cheese. Children bring packed lunches to the setting and staff work closely in partnership with parents to encourage suitable healthy foods. Children begin to learn, therefore, why some foods are better for their bodies than others. Children use snack and meal times as an extension to their formal learning activities by discussing what they are eating. Fresh drinking water is freely available throughout the sessions and children can help themselves independently. Good consideration is given to children's dietary requirements and allergies to ensure that all their individual needs are consistently met. Children are able to rest and play according to their needs.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children learn to keep themselves safe in a warm, welcoming and secure environment where they are able to move around freely and independently. Practitioners have a very good understanding of how to use space effectively and safely. They are vigilant about children's safety and children talk about safe practices, for example, they recognise that throwing things may result in someone being hurt. An effective outings policy is in place, ensuring children's safety when out on walks around the village. They are developing an understanding of road safety issues as they look for safe places to cross the road. Children enjoy a water safety topic using materials from 'Rosie and Jim'.

Highly effective measures are in place to ensure that all risks to children's safety, both indoors and outside, are identified and minimised. For example, children's arrivals and departures are very well-managed and comprehensive risk assessments are carried out and regularly reviewed. There are clear written safety procedures in place and they are consistently applied by staff, such as a visitor log.

Children benefit from using toys and play equipment which are well maintained and are stored at a level which encourages children to self-select.

Children are well protected because practitioners have a good knowledge of child protection issues, recognise their roles and responsibilities and know how to implement the group's child protection procedures.

Helping children achieve well and enjoy what they do

The provision is good.

Children receive very good levels of support from the stable staff team. They make friends with their peers, initiating conversations and involving other children and adults in their play. Practitioners interact well with all children during planned and free-play activities and children thrive in this environment.

Children thoroughly enjoy their time at the setting and are happy and well-settled. Staff relate sensitively to them and provide a wide range of activities which are interesting and stimulating. The warm and comfortable relationships developed by staff enable children to feel secure and develop a strong sense of self-esteem. Younger children are able to share their thoughts because staff are adept at supporting their attempts to explain their ideas. There are very good levels of mutual respect between staff and children. Children chat amicably at snack and lunch times. They learn to listen and know the boundaries of acceptable behaviour. Practitioners are skilled at setting and maintaining boundaries. Just a slight change in their tone of voice is often enough to remind a child of behaviour that is undesirable. The daily programme is diverse and interesting, children take pride and enjoyment in what they do, for example, when making flower arrangements for a special occasion.

Staff skilfully adapt activities for younger children to ensure their needs are met. However, at present, the 'Birth to three matters' framework is not fully implemented in the planning. This would enable them to assess and plan younger children's progress

and development more effectively.

Nursery Education.

The quality of teaching and learning is outstanding. Children are making excellent progress towards the early learning goals throughout the curriculum. Children benefit from an extremely well devised programme of activities based on the six areas of learning in the Foundation Stage. They are very confident in their surroundings, enthusiastically selecting toys and activities from the considerable variety available. Children develop independence skills and are eager to assist in daily tasks, for example tidying up and delivering messages.

At group times practitioners encourage children to put forward their thoughts and feelings. For example, discussing family and community life. Staff help children to reinforce their learning through play by encouraging natural curiosity and using appropriate questioning and extremely well planned activities.

Children always have access to books and enjoy sharing them with other children and adults as well as quietly looking at them independently. They are thrilled to join in with stories and anticipate what may happen next. Children are highly confident and skilled speakers, using a wide vocabulary effectively to convey their experiences, both real and imaginary.

Children have excellent opportunities to find out about the natural world. They study plant and animal life and are able to describe their observations to each other. For example, children discussed why some daffodils had flowered and some others were still in bud. Children talk animatedly about their own lives and about the work and lives of people in the community, such as church, school and post office personnel.

Children have made rapid progress in mathematical development and competently use numbers when counting and solving simple number problems such as addition and subtraction. They enthusiastically explore a wide range of apparatus promoting the development of concepts such as capacity, weight and measure, using appropriate language to describe and compare size and shape.

Many children are able to write their names with the support of practitioners and some can write independently. They develop an excellent awareness of letter shapes and sounds and benefit from many discussion opportunities where staff introduce new vocabulary and make language fun.

Children learn to recognise differences in their bodies when they are active, such as an increased heartbeat. Their physical skills are very well promoted through a wide variety of mediums such as dance and music. Children's imaginations and free expression are given very high regard through a vast variety of activities such as playing musical instruments, singing, painting, role-play and craft.

Children consistently achieve extremely well as a result of clear and inspiring planning and assessment systems and highly effective teaching methods. Staff are clearly aware of their role within an activity and are committed to supporting children's learning in all areas. Staff provide a rich and vibrant learning environment

to engage children's interest and enable them to maximise and enjoy their play and learning experiences.

Helping children make a positive contribution

The provision is outstanding.

All children are warmly welcomed into the setting which helps them to feel happy and secure. They have excellent opportunities to learn about themselves, people in the community and the wider world. This is through very well-planned activities and outings around the village. Children benefit from a broad range of interesting and worthwhile play resources which promote positive images of diversity, heightening their awareness of various cultures and festivals. They gain an extremely well-developed respect for themselves as they learn to value differences and similarities. Children feel a strong sense of belonging, both in the group and in the community. They delight in greeting adults and peers and look forward to attending. Children's spiritual, moral, social and cultural development is fostered.

All children and their families, including those with special needs, receive outstanding support from practitioners, enabling them to thrive and make excellent individual progress. Children are kind and courteous and play very well together, learning to share and take turns and to take responsibility for their actions. Behaviour is consistently good and children show high levels of independence, confidence and self-esteem as staff continually value and praise their efforts and achievements.

The partnership with parents and carers is outstanding. Parents are fully informed of the curriculum provided for their children, helping them to understand how their child learns and develops through play. Staff are pro-active in establishing and securing positive and effective links between home and pre-school. In addition to regular verbal feedback given daily to parents and carers, they are invited to parents forum meetings where they clearly have a voice in the development of the setting. Parents also attend regular consultation sessions with their child's key worker where they discuss progress in the Foundation Stage and agree the next steps for development. They are supported by practitioners in extending their child's learning at home. Parents receive detailed information of forthcoming activities and events in frequent newsletters. This committed approach helps to ensure all parents play a full part in their child's learning.

Organisation

The organisation is outstanding.

The setting meets the needs of the range of children for whom it provides. Practitioners demonstrate a thorough knowledge of the setting's policies and procedures and implement them most effectively to ensure that all children are kept safe and well. The highly experienced and skilled staff team use their knowledge extremely well to ensure that all children make good progress in all areas of development.

Robust systems are in place for the recruitment and vetting of staff and there are numerous opportunities for further training and development. Staff continually evaluate their practice through regular appraisal sessions. This helps to ensure that children receive the best possible opportunities to flourish.

The leadership and management of nursery education is outstanding. Children benefit from high staff ratios, ensuring they are consistently well supported. Processes for monitoring and evaluating children's progress are excellent and ensure that children constantly receive high quality care and education.

The managers and supervisors are passionate about early years education and have developed a skilled, enthusiastic and highly motivated staff team. They demonstrate a strong commitment to children's achievement and development which is demonstrated by children's enthusiasm for, and involvement in, their learning. There is an excellent recognition of individual staff skills within the team, resulting in confident, competent staff who are proactive in ensuring an inclusive environment where every child matters.

Improvements since the last inspection

At the last inspection the provision agreed to review the organisation of resources to extend children's access to materials so that they can make more choice and use their initiative in their play.

Outcomes for children are enhanced as children can now independently select and access resources from a large storage unit. Jigsaw puzzles are stored in transparent zip-up bags with the completed picture on view for children to see. Children respond very well to practitioners' encouragement and support for them to have the confidence to ask for any materials they require to extend their play.

Complaints since the last inspection

There have been no complaints made to Ofsted since 1st April 2004. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve outcomes for children under 3 years by using an approach in line with the 'Birth to three matters' framework.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk