

Rodings and Easters Pre-School

Inspection report for early years provision

Unique reference number	EY220810
Inspection date	25/03/2009
Inspector	Lynn Clements
Setting address	High Easter Village Hall, The Street, High Easter, Essex, CM1 4QS
Telephone number	07985 013 978
Email	
Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Rodings and Easters Pre-School in High Easter was registered in 2002, this setting is the sister setting to Rodings and Easters Pre-School which is situated in the village of Leaden Roding. The setting is registered to care for a maximum of 26 children at any one time, 26 of whom may be in the early years age group. The setting is also registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. There are currently 37 children on roll, this includes 35 children in receipt of early years funding. Children attend for a variety of sessions.

Rodings and Easters Pre-School in High Easter operates from the village hall. Access to the provision is on one level and there are toilet facilities for persons with disabilities, all of which helps to provide an inclusive environment. The pre-school serves the local and surrounding areas.

The group predominantly opens four days a week during school term-times. Sessions are from 09.30 until 14.30 on Monday, Tuesday, Thursday and Friday. Occasionally the group opens on Wednesdays from 09.30 until 12.00.

Eight members of staff work with the children and two helpers attend on a part-time basis. Six hold relevant early years qualifications. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The needs of all children are met well as the uniqueness of each child is recognised, in addition, the management team reflects regularly on practice to be assured of continuous improvement; however, some policies require updating. All children are included so that no group or individual is disadvantaged. Children are supported by adults to make exceptionally good progress in their learning and development. Systems are in place to ensure that children's welfare is protected and promoted with regard to child protection, however, whilst written risk assessments are in place, these are not reappraised regularly. Exceptionally good, open partnerships with parents, carers and others, in the wider context are used to promote extremely smooth transitions for each child and support community cohesion.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- reappraise both the environment and activities, inside, outside and on outings, to which children are being exposed and make necessary adjustments to secure their safety at all times
- develop further planning systems to ensure that differentiation is clear enabling new members of staff to adapt activities to challenge individual

children appropriately.

To fully meet the specific requirements of the EYFS, the registered person must:

- update the safeguarding children policy to ensure it includes the procedure to be followed in the event of an allegation being made against a member of staff. (Safeguarding and promoting children's welfare).

08/04/2009

The leadership and management of the early years provision

Effective systems and deployment of staff support the smooth daily running to the setting and provide positive outcomes for the children. Procedures for the employment of staff are robust and children are never left unsupervised with visitors. A visitor record and register of both children and members of staff ensure that everyone is safely accounted for at all times. The leadership team have evaluated the way the pre-school works, including it's sister pre-school and are beginning to identify how to improve their provision, for example supporting new members of staff and volunteers by developing the current planning to clearly show differentiation, enabling them to adapt activities to support and challenge children appropriately, however, this has not been fully acted upon and therefore has been taken forward at this inspection. Staff demonstrate dedication to their continuing professional development, attending training and developing their knowledge and skills for the direct benefit of the children who attend the pre-school. Clear policies and procedures are shared with parents and carers, these are implemented in practice, however, the safeguarding children policy requires updating to ensure it clearly identifies the procedures to be followed if an allegation is made against a member of staff or volunteer. All documentation is updated regularly to meet children's changing needs. However, whilst risk assessments are in place, there are limited procedures with regard to monitoring these and make necessary adjustments to secure safety at all times. There is no bias in practice in relation to gender, race or disability. Staff have attended relevant training regarding inclusion and supporting children with learning difficulties and/or disabilities, this training is implemented in practice to provide a well-organised environment and learning experiences which are adapted to meet children's individual needs.

Significant improvement has been made since the last inspection with regard to supporting and developing practice for the youngest children, with staff updating their knowledge about the Birth to three matters, framework and more recently, super-seeding this by embracing and implementing the Early Years Foundation Stage (EYFS), making changes to their practice and supporting all children in their care to make extremely good progress towards the statutory early learning goals. Excellent partnership with parents, carers, local primary schools and the local authority ensures that information on children is shared thoughtfully. Parents and carers find the pre-school welcoming and supportive encouraging them to share observations about what their children can do at home with the relevant key

person. Staff take time to share relevant information about their children's achievements at the pre-school which parents and carers feel adds to their feeling of inclusion.

The quality and standards of the early years provision

Children's welfare is of great importance. Staff attend paediatric first aid training enabling them to care appropriately for children in the event of an accident. Children are well cared for. They learn to keep themselves safe, carefully using single-handed tools, practising road safety whilst out and about, or participating in fire evacuation procedures. A clear sick child policy is implemented in practice enabling members of staff to limit the spread of infection. Excellent hygiene routines promote children's self-help skills, they wash their hands at pertinent times and understand why they need to do this. Drinking water is available throughout the session, in addition, children have daily opportunities to make healthy choices at snack time, this is further supported by their parents or carers who provide healthy packed lunches, all of which provides children with choice and opportunity to learn about foods which are good for them and those which are not so good. Clear systems are in-place to protect children with allergies or special dietary requirements. Staff provide activities and engage children in discussions which link healthy eating to exercise, enabling the children to learn about the importance of a healthy lifestyle.

Children learn to share and take turns. They make room at activities and story time or take turns using wheeled toys, timing each other with the help of the staff. Children's enjoyment is visible as you watch them joining in adult-led or child-initiated activities. Children behave extremely well demonstrating good manners and an understanding about rules to keep them safe, for example, whilst using the adjacent playing field, children know to play in certain areas designated and supervised by members of staff.

Staff competently use the EYFS to very effectively promote and support children's learning and development. Attention to planning exciting and stimulating learning opportunities helps to capture children's imagination and participation. Children successfully develop social and key skills, enabling them to interact with their peers and members of staff and lay foundations for future learning. A clear key person system is in place to ensure that each individual child is effectively supported and their progress towards the statutory early learning goals is monitored. Permanent staff plan future learning opportunities as a team, carefully considering individual needs to ensure all children make exceptionally good progress in all areas of learning.

Children show curiosity as they learn about change through the seasons of the year or discover what happens next when mixing ingredients together during cooking activities. They investigate information communication technology, finding out what computers can do, asking questions or negotiating programmes to help consolidate learning. Children are supported exceptionally well to engage in a wide variety of creative opportunities, for example, role play, moving house which includes different role play locations, removal lorries adapted from the wheeled

toys with boxes attached to the back with string, totally engaging the children's participation as they busily wrap various objects in newspaper ready to pack and move to the new playhouse they have bought at the other end of the hall. Children create three dimensional models, such as creating their own small world landscapes using wet kitchen roll which they shape into hills, roadways and lagoons, planting cress seeds all over to help bring their landscape to life.

Children link sounds and letters, they join in repeated refrains and visual clues, such as labels and access to a variety of books throughout the setting enables the children to develop their understanding that print carries meaning. In addition, they think about problems and suggest their ideas about how to solve them, for example, through discussion they decide that a good way to deal with flooding is to pull out a plug to let the water go down. Children sort and count objects confidently, clearly showing an understanding of one more or one less. They use play dough, manipulating and rolling it into various shapes. They develop their hand eye coordination as they enjoy matching actions to rhymes and songs or whilst use large apparatus outside. All children are able to rest or be active according to their individual needs.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.