

# East Hanningfield Preschool

Inspection report for early years provision

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**Unique reference number**

402223

**Inspection date**

25/11/2010

**Inspector**

Lynn Smith

**Setting address**

East Hanningfield Village Hall, The Tye, East Hanningfield,  
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**Type of setting**

Childcare on non-domestic premises

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## 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*.

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## Description of the setting

East Hanningfield Preschool is run by a committee. It opened in 1995 and operates from the two rooms within the village hall in East Hanningfield, located adjacent to the village primary school. Children have access to outdoor play on the recreational playing field. A maximum of 26 children may attend the pre-school at any one time. The pre-school opens four days a week during school term times. Session times are Monday to Thursday from 9.15am until 12.15pm.

There are currently 30 children aged from two to five years on roll. Children attend for a variety of sessions. The pre-school serves the local community and surrounding areas. The setting supports a small number of children who have special needs and/or disabilities or who speak English as an additional language.

The pre-school employs seven staff, of whom four including the manager hold appropriate early years qualifications to a minimum of level 3. The setting receives support from the local authority, the Pre School Learning Alliance and Learning Community South Woodham Ferrers.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare, learning and development needs are effectively met through this setting's clear written policies and effective practices. Staff demonstrate very good knowledge of the children attending and their individual needs, likes and dislikes. The staff team work well together and are well supported by the management committee. The setting is in the process of further developing procedures to enable them to work in partnership with other settings and to improve some aspects of their partnerships with parents. They have systems in place for reviewing and evaluating the provision, however have not yet collated and fully evidenced these procedures to show how self-evaluation identifies areas for improvement.

## What steps need to be taken to improve provision further?

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

- develop partnership working to provide further opportunities for parents to share in their children's learning, and consider ways of liaising with other providers delivering the Early Years Foundation Stage to ensure progression and continuity of care
- ensure self-evaluation clearly identifies specific areas for future improvements in practice, and the impact on outcomes for children.

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

Children within this pre-school are very effectively safeguarded and protected, as staff regularly update their knowledge on safeguarding issues and how to protect the children in their care. They are extremely vigilant about visitors to the premises and carry out effective checks to ensure that any unknown visitors are who they claim to be. All staff and committee members working at the pre-school are suitably vetted and proof of their clearance is held on file. Clear safety checks are conducted each morning before the children arrive to ensure that the premises offer safe and secure play facilities. Well-documented risk assessments are in place which show that children are safe indoors, outdoors and on outings.

The setting has undergone a number of changes over the past six months which have resulted in a new manager, deputy manager and a number of key committee members being newly appointed. The staff team have embraced these changes and are working well together. Many of the roles within the setting have been re-designated to staff who show strengths or interests in that aspect of their work, for example, safeguarding. This has provided staff with greater responsibility and involvement in the day-to-day operation of the setting. The committee, new manager and staff have clear ideas about how they are going to progress the setting and make improvements which will be beneficial to the children and their families. They are constantly reviewing and evaluating the setting's practices and procedures to identify any areas which could be further improved. At present the systems for reviewing and evaluating the setting are not well-documented or evidenced.

Very effective staff deployment ensures that children are well supported in their play and learning. Staff have undertaken a number of recent training courses and are committed to continuously updating their childcare knowledge. Staff are actively encouraged to cascade their new-found learning to the rest of the staff through team meetings and specially organised staff training days. Children safely access the exciting selection of toys and play resources on offer to them as staff present the areas effectively. They make good use of the table tops and floor space to enable children to spread their play in whichever way suits their needs. All children are valued and have their individual needs well met. Staff demonstrate a good understanding of equal opportunities and talk confidently about the ways in which they endeavour to provide a fully inclusive and welcoming setting.

Parents spoken to at the time of the inspection express complete confidence in the staff and the way in which the setting operates. They are complimentary about the way their children are learning and progressing and feel able to approach staff at any time to discuss their children. Comments provided by some parents on recent questionnaires express a desire to be more actively involved in their children's learning through more formal systems for discussing their progress with staff. Staff have taken these comments on board and are in the process of addressing this. The new manager has developed a close link with the local school which is situated very close to the pre-school building. She plans to extend these links to other settings within the local area as well as to local childminders. These plans will

enhance the continuity of care for all children.

## **The quality and standards of the early years provision and outcomes for children**

Children enjoy their pre-school experiences in an exciting and stimulating environment. Staff have clear procedures in place to enable them to meet children's welfare, learning and development needs effectively. They understand and acknowledge the children's individual needs and interests. Effective planning enables staff to tailor the activities provided to each child. Staff are interested in schemata and are currently working with the children's parents to identify which schemata the children show a preference for. Staff use this information to input ideas for future activities based on this philosophy. For example, children who show an interest in transporting objects are provided with activities and resources which enable them to do this. Children thoroughly enjoy experiencing outdoor activities and show great excitement when taken for a walk around the local field to collect different leaves and objects of nature. They enthusiastically show the other children and staff what they have found. Staff have a system in place for observing children's progress and achievements. They are in the process of further developing their procedures with regards to using their observations to effectively plan for children's next steps.

Children are and feel very safe within the provision as staff have very vigilant procedures in place for ensuring their safety and security. Children move confidently around the setting, accessing the selection of resources and activities on offer and receiving good quality interaction from staff. Children develop a clear understanding about keeping safe as they actively participate in lively discussions with adults regarding safety issues. For example, staff use the group circle time to remind children about important safety issues such as the safe way to play with sand. Children demonstrate a very good knowledge of this. They confidently speak about why one must not throw sand and how important it is to clear it up when it falls on the floor to prevent children slipping on it. Children enjoy a healthy lifestyle within the pre-school setting. They have daily opportunities to experience fresh air and exercise as well as enjoying healthy and well-balanced snacks and drinks. They understand good hygiene practices such as regular hand washing and talk about the fact that this is important to reduce the spread of germs.

Children are confident and comfortable at this pre-school. They part from their parents and carers with ease and enjoy the company of the other children and adults caring for them. Children are provided with good opportunities to learn about other people's cultures and differing needs through a range of fun activities and through the celebration of festivals and special occasions. Staff encourage parents to come into the setting to share knowledge of their home backgrounds and cultures with the children. For example, they have recently enjoyed learning how Christmas is celebrated in other countries. The exciting and well-planned activities provided for the children enable them to participate in activities which help them to develop skills for the future.



## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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