

Thorpedene Pre-School

Thorpedene Infants School, Delaware Road, Shoeburyness, SOUTHEND-ON-SEA, SS3 9NP

Inspection date	22/04/2013
Previous inspection date	08/03/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
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		2

The quality and standards of the early years provision

This provision is good

- Staff have a good understanding of children's individual needs. The effective key person system helps children to feel comfortable and secure, successfully promoting their emotional well-being.
- Good use is made of observation assessment to monitor children's progress. Staff use this information effectively to plan stimulating activities and experiences to help children move onto the next step in their learning.
- Staff provide clear and consistent messages to help children learn about what is acceptable behaviour. Children behave well, showing they understand the boundaries and routines.
- Partnerships with parents, the host school and external agencies are strong. This means that children receive the support they need and contributes to making sure their individual needs are well met.

It is not yet outstanding because

- There is scope to further develop the use of the book corner so that all children are fully supported in understanding and enjoying books.
- Health and safety risk assessments are not sufficiently updated to promote children's ongoing safety when environments change.

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 took a tour of the premises led by the manager.
- The inspector observed the activities in the pre-school room and outside in the garden.
- The inspector held meetings with the manager and deputy manager of the provision.
- The inspector looked at children's learning journals, planning documentation, evidence of suitability of staff working within the setting, the providers' self-evaluation documentation and a range of other documentation.
- The inspector also took account of the views of parents on the day of the inspection.

Inspector

Tina Mason

Full Report

Information about the setting

Thorpedene Pre-School was registered in January 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a classroom at Thorpedene Infant School in Shoeburyness, Essex. In addition to a playroom, the pre-school has the use of outdoor grassed and hard play areas, some of which are covered. It has links with its host school, and with a local Children's Centre. The pre-school serves the local and surrounding areas. The pre-school is accessible to all, including wheelchair users.

The pre-school is open Monday to Friday 9am to 3.15pm during term time only. There are currently 40 children aged from two to five years on roll. The pre-school provides funded early education for two-, three-, and four-year-old children. The setting receives support from the local authority.

The pre-school employs five staff including a manager. Of these, three hold appropriate early years qualifications at level 3. The manager holds a National Vocational Qualification (NVQ) at Level 4.

What the setting needs to do to improve further

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

- build on existing practice and develop additional ways of creating an attractive book area where children and adults can enjoy books together
- update risk assessments for the outside environment to ensure they cover all areas children come into contact with.

Inspection judgements

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

Children confidently come into the pre-school. They settle quickly and engage in a chosen activity. They enjoy positive relationships with staff who know children well and provide individual attention to enhance their learning. Planning is organised, but flexible to incorporate child-initiated learning. Staff use observations of children's play to effectively adapt the activities and respond to children's individual interests. They complete observations and assessments to monitor children's progress and identify the next steps in their learning. As a result, children are making good progress given their starting points.

Staff plan interesting and stimulating play experiences that promote children's active learning. For example, they hunt for worms in the garden. This generates lots of discussion, and children are fascinated as they watch the worms move and explore what they feel like as they touch them. Staff make sure that all children are included in the activity, offering sensitive support and reassurance to less confident children. They introduce new language to extend children's vocabulary, such as 'smooth' and 'squashy'. This successfully supports children's communication and language skills.

Children are encouraged to become independent learners and are well prepared for the transition to the next stage in their learning. They confidently take their coats off when they come in from outside, placing them on their peg. Children use their imaginations well in their play. They make up stories whilst playing with the pirates in the sand and dirt. Children are able to use positional language, such as 'in', 'out' and 'under' when burying the pirates' treasure. In addition, they are able to think and talk about what is happening to the soil as water is added. Staff are skilful in knowing when to get involved, asking questions which effectively extend children's learning. Children are developing a good understanding of mathematics. This is because staff regularly use counting and number throughout the play activities, such as counting how many cups of flour and water are added to the bowl when making play dough. Children are free to explore a variety of media and materials and develop their skills in using a range of tools. They have access to a creative station where they can access a wide range of media to paint, stick, colour and cut. They have fun digging in the sand and dirt outside, and show good control as they use felt pens to draw pictures on the large white board. Clipboards, paper and pencils are provided in the home corner and staff encourage children to write their names to promote their early writing skills. There are many signs and labels used around the pre-school which helps children recognise that print carries meaning. Although, the book corner is set up well, it does not attract many children to go and independently choose a book to sit and read by themselves or with their peers. Therefore, some children are not being fully supported in being familiar with the way books work.

Strong partnerships are developed with parents and carers. Staff establish what children can do when they first start through discussion with parents. Daily exchange of information between the children's key person and parents helps to support children's individual needs. Parents receive clear information about their children's progress and achievement. This is through viewing the observations and photographs in the children's learning journeys. Staff have implemented systems to help them complete the progress check at age two, which is shared with parents. Parents are encouraged to get involved in children's learning by sharing what children have achieved at home. The child's key worker uses this information to help tailor future planning. This promotes continuity for children's care, learning and development. Parents speak positively about the pre-school. They know who their children's key worker is and feel they are well informed about their children's welfare.

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

Children are developing positive relationships with their key person, staff and the other children. Staff are friendly and caring, they know children well and offer lots of support

and reassurance to new and less confident children. As a result, children are settled and secure. Staff are good role models and help children learn to share and think of others in their play. Children know the different routines as they help to tidy up just before lunch and they wash up their own plates after their snack. Regular praise and encouragement by staff throughout the activities successfully builds children's confidence and self-esteem.

Staff provide a welcoming and stimulating environment for children. Many of the resources are positioned at child-height to enable children to make independent choices about their play. Children have daily free-flow use of the enclosed outdoor play space. This means that children get lots of fresh air and exercise, and adds to their enjoyment and overall development. Staff follow effective procedures to ensure that children's health is promoted well. Children are familiar with the routines to maintain good personal hygiene, and know to wash their hands after touching the worms. Staff encourage children to do it by themselves but supervise them to ensure they wash their hands properly. Staff organise healthy snacks of fresh fruit and raw vegetables, they engage children in discussion about foods that are healthy and unhealthy for them. This encourages children to develop healthy eating habits.

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

Staff have a secure understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. Clear recruitment and vetting procedures are followed to check the suitability of staff to work with children. Policies and procedures are used to support the running of the pre-school, and these are shared with the parents. Parents receive regular newsletters to keep them informed about the pre-school activities and to update them of any changes. All the required documentation is in place to support children's safety and welfare. These are stored securely and kept accessible. Staff carry out regular risk assessments to help them identify and minimise risks to children. However, existing risk assessments have not been updated following recent changes to the garden to promote children's safety and welfare further.

Staff to child ratios are maintained and staff are well deployed around the setting, this ensures the children are well supervised at all times. Staff attend safeguarding training to keep their knowledge updated. They have a good understanding of safeguarding issues and the procedures to follow in the event of a concern about a child in their care. The staff team work together well to support children's individual needs. They hold regular meetings to share information and plan for children's future learning. Staff induction, alongside staff meetings and appraisals, make sure that staff are clear of their roles and responsibilities. The manager motivates the staff and supports their continued professional development.

Staff have a good knowledge of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. Assessment arrangements are effective and used well to monitor children's progress. The manager and staff review the activities to ensure that the educational programme is covering all areas of learning and supporting children's development. The staff and committee have effectively addressed

the actions and recommendations raised at the last inspection. Planning for children's next steps has improved. It now ensures there is a better balance of child-initiated and adult-led activities. The self-evaluation process has a sharper focus on the impact of the children's progress and the two-way flow of information between staff and parents is now more robust.

Staff have used the Ofsted self-evaluation form to effectively review the provision, this has enabled them to identify a clear action plan for future development. Strong partnerships are developed with parents, the school and external agencies to support children's care and development. The staff share children's home-link books, which helps to promote continuity in children's care and learning. Staff have good links with the school. The pre-school children eat their lunch in the school dining hall, and use the hall and playground for large physical activities. This helps to prepare them for the transition onto to school. Staff help children get ready for school by encouraging them to become increasingly independent, such as learning to dress themselves and developing their physical skills.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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	EY418013
Local authority	Southend on Sea
Inspection number	908843
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	40
Name of provider	Thorpedene Pre-School Committee
Date of previous inspection	08/03/2011
Telephone number	01702 582 283

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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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