

Woodham Mortimer Pre-school

Inspection report for early years provision

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Inspector Patricia Mary Champion

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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

Woodham Mortimer Pre-school is run by a committee. It opened in 1977 and operates from a village hall in a rural setting in Woodham Mortimer, Essex. All children share access to a secure outdoor play area. A maximum of 25 children may attend the pre-school at any one time. The pre-school opens five days a week during school term times. Opening times are from 9.15am until 12.15pm on Monday and Friday, from 9.15am until 2.45pm on Tuesday and Thursday and from 9.15am until 11.45am on Wednesday.

There are currently 31 children aged from two to five years on roll. Children aged three and four years receive funding for early education. Children attend for a variety of sessions or full day care. The pre-school serves the local community and surrounding areas. The setting supports a small number of children who have special educational needs and/or disabilities. The provision is registered by Ofsted on the Early Years Register.

The pre-school employs seven staff, all of whom hold appropriate early years qualifications. There are two staff currently working towards higher early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development due to committed staff who successfully implement the Early Years Foundation Stage. The extremely effective partnership with parents is a real strength of the setting and ensures that individual needs are effectively met and children thrive and participate fully. The essential documentation needed to promote children's safety and welfare is in place. Systems to self evaluate the provision clearly ensure that priorities for future development are promptly identified and acted on, resulting in a pre-school that successfully makes improvements and builds on the existing provision.

What steps need to be taken to improve provision further?

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

- enhance further the indoor and outdoor environments to give children areas where they can relax and also develop a more positive sense of themselves
- review the risk assessments to include anything with which children come into contact in the outdoor area.

The effectiveness of leadership and management of the early years provision

Comprehensive policies and procedures are very successfully implemented and underpin the welfare, learning and development of the children. Staff are committed and work together as a cohesive team, sharing the values the manager promotes. The effective staffing levels ensure that children are closely supported and each child has an appointed key person to provide continuity of care. The staff are generally meticulous in their record keeping and all documents are purposeful and effective. Risk assessment is carried out everyday to ensure that most potential hazards are removed or minimised. However, not all the potential hazards in the outdoor area are identified to ensure that children are fully protected from harm. Children are safeguarded because staff have a secure knowledge and understanding of child protection issues. There are clear procedures in place to ensure that concerns are dealt with appropriately. Staff have confidence in their ability to record and refer information if necessary.

Well thought out aims for the pre-school reflect dedication and commitment to improving outcomes for children. The manager, committee and staff constantly review and monitor the provision to ensure that it meets the needs of all children and covers all aspects of learning within the Early Years Foundation Stage. A staff appraisal system is in place to identify ongoing training needs and there are regular opportunities for staff to attend courses to update their childcare knowledge and skills. The staff work hard to overcome most of the constraints regarding the premises. However, there are currently limited opportunities to display children's artwork so that they can see their efforts are valued. Although, the new bookcase improves the opportunities for children to look at books for pleasure, they do not yet have a cosy area where they can relax or play quietly in comfort.

Equality and inclusion underpin all aspects of care and learning with children benefiting from clear assessments of their individual needs. The special educational needs coordinator has attended specific training and liaises with the relevant agencies that support children's learning. Staff demonstrate a good attitude to working with other professionals on a number of levels. They attend cluster meetings with other early years practitioners and link with the local schools to assist children's transition into full time education.

The procedures for involving parents and keeping them informed of their children's development are comprehensive and extremely effective. Conversations with parents on a daily basis are complemented by posters, notice boards, regular newsletters and the pre-school website. Open days are held where parents can meet key persons, with a strong emphasis on sharing details about the Early Years Foundation Stage. Parents are involved in their children's learning in a variety of meaningful ways. A library system operates so that children can borrow books to share with their families or they bring in items from home linked to themes. Parents are invited to join the committee or parent helper rota and help with fundraising. Specific parents' participation events are held when they join activities or attend special events. Parents are regularly invited to contribute their views

through questionnaires. They are very keen to express their satisfaction with the pre-school. They compliment the professional, personal and caring approach of all of the staff and value the open door policy and staff willingness to talk to them about their children.

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

Children are extremely eager to enter the pre-school. They settle well and quickly become focussed and fully occupied. Children show they feel secure by their strong capacity for independent learning. Learning experiences are tailored to the children's individual interests, enthusiasms and capabilities. Each child has a well presented and informative learning journey profile supported by photographs and examples of the children's artwork. Observations enable staff to positively promote children's achievements and interests and to effectively provide for their identified learning priorities. Consequently, children are challenged to develop the skills they need for future learning and reach their full potential.

Children are confident speakers, using language well to communicate their needs and ideas. Staff interact sensitively to support children while they play. They use effective questioning to help children think, recall and solve problems. Children develop a genuine interest in sounds and letters, enjoying the fun of rhyming and identifying sounds and help write poems for publication. They count and use numbers in real and meaningful situations, such as choosing pieces of food for their snack and identifying how many children and adults are present. Children are stimulated and engaged in discovery as staff quickly spot opportunities to introduce new learning. For example, when children go on journeys in role play scenarios they use their mark making skills to make passports with the staff.

Children make very friendly relationships with staff and each other and behave well. They know what to expect through familiar routines and clear explanations. Respecting each other and taking turns is of high importance and results in a harmonious group where children make friends and enjoy each other's company. Children receive regular praise for effort and achievement, which helps boost their self-esteem. They are extremely eager to help the staff and take on responsibilities as helpers, for example, by announcing that it is time for registration. Older children show great care and consideration for new children joining the pre-school. Children learn about wider society. A range of resources depicting positive figures are in constant use so that children view images of diversity in the toys they handle everyday. These influences teach the children to respect and value other people and other ways of life.

Children have a very good understanding of a healthy lifestyle and enjoy the independence of choosing when to eat their snack. They discuss healthy food and taste different fruit and vegetables each day. Good personal hygiene routines are adopted and children are full of energy. They know exercise is good for them and relish the opportunity to choose between indoor and outdoor play. Children effectively learn how to keep themselves safe. They handle scissors with care at the craft table and safely use plastic cutters for the play dough. Regular fire drills

are held so that everyone can swiftly evacuate the premises in an emergency. Road safety procedures are demonstrated when children use educational computer programs and children adeptly steer and manoeuvre bicycles and scooters to avoid obstacles in the outdoor play area.

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

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

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	2
The effectiveness of the setting's engagement with parents and carers	1

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

Outcomes for children in the Early Years Foundation Stage	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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