

# Easterford Preschool

Inspection report for early years provision

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**Unique reference number** 203571  
**Inspection date** 18/05/2011  
**Inspector** Lynn Hughes

**Setting address** Easterford Road, Kelvedon, Colchester, Essex, CO5 9DX

**Telephone number** 01376 573684

**Email**

**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*.

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.

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## **Description of the setting**

Easterford pre-school was registered in 1982 and is committee owned and run. It operates from an old school house in the centre of the village of Kelvedon, Essex. A secure garden is available for outdoor activities. The pre-school is open from 9.15am to 1.10pm five days per week and from 12.30pm to 4pm on Monday afternoons, term time only.

A maximum of 34 children under five years may attend the pre-school at any one time, all of whom may be in the early years age range. There are currently 30 children on roll. The pre-school supports children with special educational needs and/or disabilities, and children who are learning English as an additional language. This provision is registered by Ofsted on the Early Years, and both parts of the Childcare Register.

The pre-school employs six members of staff. All of which hold appropriate qualifications to at least Level two.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The setting effectively meets the needs of children in the Early Years Foundation Stage. Staff demonstrate secure knowledge of the individual children attending and their differing needs. Clear procedures are in place to ensure that children's welfare requirements are efficiently met. Staff have good links with other providers working with children in the Early Years Foundation Stage and share relevant information to aid consistency between their early years provisions. Systems to enable the setting to monitor, review and evaluate it's provision with regards to continuous improvement are beginning to be implemented.

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

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

- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to involve all staff in identifying the setting's strengths and priorities for development that will improve the quality of provision for all children.

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

Staff demonstrate a good understanding of safeguarding issues and how to protect the children in their care. Some up-to-date safeguarding training has been accessed, which ensures that the setting follows current guidelines and procedures. All staff working at the pre-school have been appropriately vetted and

proof of their clearance is held on file. New committee members are currently being vetted through the setting's safeguarding systems and are always supervised by vetted staff. Children play and learn in a secure and well-maintained environment as staff regularly risk-assess the premises and carry out daily safety checks indoors and outdoors before the children arrive.

The setting has some systems in place for monitoring, reviewing and evaluating its provision for children to enhance continuous improvements. However, these systems are in their infancy and are currently being further developed. Plans are in hand which will bring about improvements to the pre-school, such as, further staff training, the continued development of the outdoor classroom and some internal and external repairs to the premises.

The pre-school has joint use of the premises which are also hired out for private parties. They are generally able to leave their equipment set up from day to day. This provides good opportunities for children to safely self-select toys and play materials from the low level storage units presented around the rooms. Staff ensure that the environment is bright, welcoming and attractive by displaying wall displays and colourful, informative posters on every wall. Effectively managed staff deployment ensures that children are well-supported at all times and that all areas within the building and outdoor area are appropriately supervised. Staff enjoy developing their knowledge and understanding through training and workshops, however, a recent change and reduction in the staff team has resulted in less opportunities for core staff to be able to attend training events over the past year.

Parents provide the setting with verbal feedback. A number of parents share their thoughts on the pre-school during the inspection and are very complimentary of the warm and welcoming approach of the staff, the organisation of the setting and professionalism of the adults who keep the pre-school in operation. Links with other early years provisions in the local area and with Local Authority development workers are good and enhance consistency between these settings.

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

Children excitedly enjoy their pre-school experiences. They move very comfortably around the provision making clear choices over their play and learning. They are confident young children who proficiently guide their play and form good friendships with other children attending the setting. An interesting and purposeful range of play equipment and activities are presented to children each day, which include, biscuit making, malleable material play, construction resources, role play and mark making. They have great fun drawing large scale pictures with chalk on the ground within the pre-school garden. They proficiently use the plastic cars to transport them to their destination and race their friends to see who can arrive first. A large camouflage net covering one section of the outdoor area protects them from the sun, acts as an exciting den in which to develop their imagination and provides a secluded outdoor classroom in which children can explore activities which cover all six areas of learning. Adults are on hand at all times to facilitate

children's play, for example, they help children to carry the toy tools and woodwork bench outside so that they can create a construction area. Staff know the children in their key worker groups well and follow their individual interests proficiently, for example, a child is helped to settle into pre-school life with the assistance of trains and train tracks which staff know he is very fond of. Children's development and achievements are observed and effectively recorded in their Learning Journeys. The observations are clearly linked to specific areas of learning and used for future individual planning for children's next steps.

Children are and feel very safe and secure within the setting. They understand the pre-school's basic and very simple rules as staff gently remind them and they also see clear visual images around the setting which promote good behaviour. Staff speak to children in a calm and relaxed way and encourage them to risk assess their own play by asking questions which help them to think critically about what they are doing and any associated dangers. Children's health and well-being is actively promoted through the setting's clear policies and procedures. They know that it is important to wash their hands at appropriate times and use tissues to wipe their noses. Staff keep the premises clean and well maintained to reduce the spread of infection. Regular daily access to fresh air enables children to live a healthy lifestyle. They are fit and active and thoroughly enjoy participating in physical play with small and large scale equipment. Children access fresh drinking water throughout the session to ensure that they remain well-hydrated and enjoy a healthy and nutritious mid-session snack. Activities relating to themes and topics about healthy eating ensure that children develop their knowledge and understanding of keeping healthy through the foods they eat.

An exciting selection of planned and child-initiated activities enable children to develop effective skills for the future. For example, they practice hand writing and many children are able to form recognisable letters. They develop their use and understanding of numbers in everyday activities both indoors and outdoors as staff provide visual images and equipment which enables them to explore problem solving, reasoning and numeracy. Children are very settled and comfortable within the provision. They approach staff confidently and enjoy a cuddle when they want one. Their self-esteem and confidence is expertly enhanced by staff who recognise their individual personalities and offer them constant praise and encouragement to help them to develop into strong young people.

## 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	1
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	2

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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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## **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