

Tiptree Pre-School Playgroup

Baynards Primary School, Townsend Road, Tiptree, Essex, CO5 0ND

Inspection date	19/06/2014
Previous inspection date	04/04/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 and assessment to monitor children's progress. Staff use this information effectively to plan stimulating activities and experiences, to help children move on to the next steps in their learning.
- Teaching is good because staff understand how to promote children's learning and have high expectations for their achievements. As a result, children's progress is rapid given their starting points and capabilities.
- Partnerships with parents are strong. This means that children receive the support they need and contributes to making sure their individual needs are well met.
- Staff have a good awareness of their safeguarding responsibilities, which helps to promote children's safety.

It is not yet outstanding because

- Opportunities for children to learn outdoors are not as good as those they experience indoors.
- The organisation of the art area does not consistently provide children with resources to support their ability to self-select a piece of equipment they might need for the task ahead.

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.

Inspection activities

- The inspector took a tour of the premises led by the deputy manager.
- The inspector observed the activities in the pre-school room and outside in the garden.
- The inspector held meetings with the deputy manager of the provision and chair of the committee.
The inspector looked at children's learning journals, planning documentation, evidence of suitability of staff working within the pre-school, the provider's 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

Tiptree Pre-School Playgroup is one of three settings run by the same voluntary management committee. It opened in 1992 and is on the Early Years Register. The setting operates from a purpose-built classroom adjoining Baynards Primary School in Tiptree, Essex. The pre-school have the sole use of the premises during session times. All children share access to an enclosed outdoor play area. The pre-school employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and 3. The pre-school opens Monday to Friday during term time. Sessions are from 9.15am until 12.15pm, and 1pm to 4pm on a Wednesday afternoon. Children attend for a variety of sessions. There are currently 37 children on roll who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities. The pre-school receives support from the local authority.

What the setting needs to do to improve further

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

- improve the opportunities provided outside to further enhance children's different interests and learning experiences

- provide children with opportunities to access a wide range of resources independently within the art area, to enable them to freely explore and use a range of media and materials.

Inspection judgements

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

Staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. All of the staff are qualified in childcare and they have good knowledge of child development and how to assess children's learning. Staff make regular and precise assessments and use these effectively to plan challenging and stimulating experiences for all children. Staff identify next steps for individual children and these are used to inform the future planning. The play experiences are closely linked to children's individual interests and learning requirements. Children's progress is successfully monitored and tracked by staff who demonstrate good quality of teaching. As a result, children's learning and development are successfully enhanced. Staff gather good quality information from parents before their children start at the pre-school. This helps children settle because staff provide activities and toys that build on their interests. Staff are aware of the requirement to provide parents with a written summary for the progress check for children between the ages of two and three years, and complete this where necessary.

Children are encouraged to become independent learners and are well prepared for the transition to the next stage in their learning. Many of the children choose to dress up from a large selection of costumes available, and this promotes their independence with dressing skills. Children use their imaginations well in their play. They act out everyday situations, developing language and social skills and sharing in the home corner. Children are developing a good understanding of mathematics. This is because staff regularly use counting and number throughout the play activities, such as making number lines putting one to nine in order. Children use everyday language to talk about size as they compare the sizes of natural wood resources, putting them in order from biggest to smallest. Children look at measurement and different weights, textures and the science of a liquid turning into a solid form as they take part in cooking activities. Information and communication technology equipment is provided to support children's learning and explorations of cause and effect. For example, they solve different problems and follow simple instructions when playing with the computer. There are many signs and labels used around the pre-school, which helps children recognise that print carries meaning. The book corner is set up well and attracts children to go and independently choose a book to sit and read by themselves or with their peers. The outdoor play area provides children with opportunities to run around, climb, be active and take part in some adult-led activities. However, staff do not consistently include this area in their detailed daily planning. As a consequence, opportunities for children to learn outdoors are not as good as those they experience indoors.

Staff have appropriate training to help children with special educational needs and/or disabilities, and this is shared with the whole staff team. The nominated person is experienced and knowledgeable, and staff adapt their teaching strategies to ensure all children, including those with special educational needs and/or disabilities and those who speak English as an additional language, are included. This means they are able to take part in activities to promote their future learning. Strong partnerships are developed with parents and carers. Staff establish what children can do when they first start through discussion with parents. Daily exchanges of information between children's key person and parents help 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 children's learning journeys. Parents speak positively about the pre-school. They know who their children's key person is and feel they are well informed about their children's welfare. Overall, children gain the necessary skills to support their future learning.

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

Children are provided with a stimulating, well-resourced and welcoming environment. An effective key person system is in place, which enables children to build strong and positive relationships with each other and staff as they form secure attachments. There is a settling-in procedure for new children attending the pre-school, which means that parents are well informed during this time. Parents spoken to at the time of inspection comment that they feel supported by the pre-school staff, and their children feel safe and settled within their care. Transitions are well supported and are adapted to the child's individual

needs, which ensures they are prepared for the next stage in their learning when leaving the pre-school. For example, children make visits to the local primary school, teachers are invited to attend the pre-school and staff share appropriate information.

Children are encouraged to be independent learners through day-to-day activities by accessing their own resources, tidying away before lunch and putting sun hats on when playing outside. However, opportunities for children to enjoy creative play are sometimes prescriptive, due to large pieces of furniture being stored in front of the low-level art and craft storage units. Therefore, children are unable to freely access a range of resources and materials they may need to take part in an art activity. Children can choose to freely play outdoors, which ensures that they can be physically active. Healthy, balanced snacks are provided with drinking water and milk to develop the children's understanding of a healthy diet and lifestyle.

The staff are good role models and use positive techniques for managing children's behaviour. As a result, this has a positive impact on the children as they display good behaviour at all times and are kind and caring towards one another. Children begin to understand the concept of time as they use a sand timer to share popular toys and resources. Staff praise children on a regular basis through their activities, which develops children's self-esteem and confidence. Staff demonstrate the importance of safety for the children as it is discussed throughout their chosen activities so they know and understand how to keep themselves safe during their play.

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 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 effective running of the pre-school, and these are shared with 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-to-child ratios are maintained and staff are well deployed around the pre-school; this ensures 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 pre-school provides a safe, secure and welcoming environment for children who attend. Regular risk assessments cover all areas of the premises, indoors and outside. These measures help ensure children's safety at all times.

Staff have a good knowledge of the learning and development requirements of 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 effectively supporting children's development. Performance management procedures are firmly in place, with the manager placing a high focus on staff's well-being and professional development. Regular

appraisals and team meetings mean staff develop a solid strategy with regard to helping children make good progress. They also feel supported and can discuss issues arising, circulate training received and share good practice. The manager has a clear understanding of the pre-school's strengths and areas for improvement.

Partnerships with parents are good and staff work hard to help them feel an inclusive part of the pre-school. Parents comment that they appreciate the 'welcoming, happy, safe and caring environment', saying their children are 'very happy'. Parents spoken to comment on the friendliness of staff and how effectively they provide support and learning for their children. The manager and deputy know parents well and speak with them daily, as do children's key persons. This enables staff to incorporate parents' views effectively into the action planning for the pre-school. Effective arrangements exist with other early years providers children spend time with. The pre-school has developed strong links with other external agencies to ensure that they provide very good support for children with special educational needs and/or disabilities. This ensures they make good progress from their starting points.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	402220
Local authority	Essex
Inspection number	978675
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	37
Name of provider	Tiptree Pre School Playgroup Committee
Date of previous inspection	04/04/2011
Telephone number	01621 818520

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Type of provision

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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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