

Wrens Preschool Nursery

Inspection report for early years provision

Unique reference number EY332504
Inspection date 10/11/2009
Inspector Moira Oliver

Setting address Friends Meeting House, New Street, Great Dunmow, Essex,
CM6 1BH
Telephone number 07739 629548
Email slgwh@homecall.co.uk
Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Wrens Pre-school is a privately owned pre-school, which was re-registered in the name of the current owner in 2006. There has been a pre-school on these premises since the 1960s. Wrens Pre-school operates from the Quaker Meeting House in Great Dunmow, Essex. The pre-school serves the local community and surrounding areas. The children have access to an enclosed play area and there is level access at the rear of the premises.

A maximum of 20 children may attend the pre-school at any one time. The group opens five days a week during school term times. The sessions are Monday to Friday 9.30am until 12.00pm and from Monday to Thursday they run a lunch club from 12.00pm until 1.00pm and an afternoon session from 1.00pm until 3.30pm.

There are currently 42 children from two years to under five years on roll. The setting receives funding for nursery education. The pre-school supports children with special educational needs and/or disabilities and also children who speak English as an additional language.

The pre-school employs nine staff including the manager/owner, six of whom hold recognised early years qualifications. They receive support from the local authority, the Pre School Learning Alliance and are members of the Uttlesford Cluster Group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, confident and settle well in the welcoming, inclusive and very safe learning environment. Children clearly enjoy their time at the pre-school and progress well through the Early Years Foundation Stage. Effective partnership with parents ensures that the needs of all children are met. Strong leadership and effective team work contributes significantly to ensuring the staff are supported to reflect on their practice, providing a strong basis for their capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- extend opportunities for parents to share what they already know about their child and become involved in identifying the next steps in their child's learning and development
- review the organisation of the day to provide a balance of adult-led and child-initiated activities to enable children to receive an enjoyable and challenging learning and development experience throughout the session
- consider ways of liaising with other providers who work with the Early Years Foundation Stage to ensure progression and continuity of care.

The effectiveness of leadership and management of the early years provision

Staff have a secure knowledge of their roles and responsibilities in protecting children from abuse and neglect and are confident to put appropriate procedures in place when necessary. Senior staff have attended training and clear policies are shared with the parents. They staff are employed through robust recruiting and checking procedures and follow an effective induction process. Children's safety and security is given high priority. For example, clear procedures are in place to ensure only authorised persons collect the children and the premises are secure, ensuring children cannot leave unattended. Thorough risk assessments take place both on the premises and for outings and daily checks ensure the children are cared for in a safe environment.

The manager and staff team are highly motivated and strive to provide a quality provision for all children. Effective systems are in place to develop the staff's self-evaluation and reflective skills to ensure they are all involved in monitoring the provision. For example, staff are encouraged to evaluate the adult focused activity daily and are beginning to take part in peer reviews. They are able to identify their strengths and area that they want to develop further and there are plans to improve the outdoor play facilities. The wealth of good quality resources are effectively deployed and are rotated to ensure children have opportunities to use them all. Many of the toys and equipment are stored in accessible low-level storage units to allow children to self-select. Well presented toys and resources reflect diversity and encourage discussion about peoples differing needs. All children are valued and respected and experience a range of festivals and celebrations throughout the year to raise awareness of their own and others cultures and traditions.

Staff value the partnership they foster with the parents and ensure that information is available to them in a number of ways. For example, they have developed a website where parents can find out about the pre-school, read all the policies and procedures and contact the group at any time. They can access a password protected photograph gallery showing them the range of activities that their children take part in. Regular news letters and displays on the notice board and around the room, provide information for those parents who do not have regular access to the internet. Parents have access to their child's achievement records and staff are available to discuss them with them. However, parents are not encouraged to contribute to their child's records or become involved in identifying the next step in their child's learning and development. The group work in partnership with others and welcome the visits made by teachers from a local school to support children to settle more easily into school. However, there are no systems in place to encourage closer liaison with other settings where the children attend, regarding children's development, to ensure progression and continuity of care.

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

Children are happy, confident and settle well. They develop strong rapport with the staff and are making friendships with their peers. For some of the session children are able to make choices about how they spend their time and choose from the range of resources and activities available. Children enjoy role-play and have set up a veterinary surgery in the role-play area. They use stethoscopes, medicine bottles and bandages to make the soft-toy animals better. They happily play with knights, horses and a castle, using their imaginations to bring the figures to life. They have many opportunities to express themselves through creative media such as paints, printing techniques and collage, making firework pictures to take home. Some children recognise their own and other children's names as they use name cards daily for self-registration and to decide who goes to snack first. They are using language confidently in small and large groups and many are keen to talk about their experiences of watching fireworks. Children enjoy books and sharing them with adults and also have opportunities to take books home to share with their parents.

Children are becoming skilled at problem solving and numeracy, they use number shapes in the garden, comparing quantity and negotiate with each other, swapping numbers and adding to their collection. They have an understanding of height and measure and compare themselves to their friends using a height chart. They are developing independence and older children manage their coats, bags and boots when they arrive. They take pride in their environment as they all help to tidy up the toys, carrying and filling boxes.

Adults plan a stimulating range of play experiences for the children and aim to have a good balance of child and adult-initiated activities. However, children's valuable self-initiated play is interrupted without warning to move to group activities such as snack-time, circle-time, outdoor time and story-time. The transition periods between these activities take time and children wait at the tables to wash their hands, for snack to be ready or for their name to be called to get their coat for outdoor play. Not all children are fully engaged in large group activities and start to fidget, creating a distraction to others.

Staff keep records of their observations of children's play, collating these with photographs to form an individual record of learning and development for each child. These records provide parents with a valuable insight into their child's learning and development within the Early Years Foundation Stage. Staff are beginning to use the records for future planning to promote children's ongoing progress.

Children welfare is promoted well. Good health is encouraged through regular outdoor physical activities; children enjoy balancing on stepping stones, jumping on a small trampoline, pushing pushchairs and wheel barrows, crawling through tunnels and climbing on the climbing frame. They dig in sand and help to plant and care for flowers and vegetables in the garden. Fresh fruit and vegetables are available daily for snacks and staff are aware of children's allergies, food

intolerances and preferences. Lunch club has proved to be successful and children talk about the foods they have brought. Children who are ill are cared for appropriately, parents are contacted and children are comforted until they arrive. All accidents and medications are signed for and appropriate permissions obtained to ensure children stay safe. Children behave well and many are polite both with the staff and other children. They co-operate together as they play games, taking turns and sharing the equipment. Staff are caring and have formed good relationships with the children. They help them to understand right from wrong and use clear, age-appropriate explanations to help them manage their own behaviour.

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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

