

# Tolleshunt D'Arcy Pre-School

The Village Hall, Tollesbury Road, Tolleshunt D'Arcy, MALDON, Essex, CM9 8UB

## Inspection date

Previous inspection date

20/05/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

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

- Children engage in and explore an exciting range of freely chosen play opportunities, which enable them to make progress across all seven areas of learning. Their knowledge is enhanced through effectively planned adult-led experiences, which enable them to be further challenged.
- Children are keen learners because practitioners have a secure understanding of how to capture and follow their interests. Practitioners listen carefully to children's ideas and suggestions and use them to devise planning which is tailored to meet children's individual learning styles.
- Effective monitoring of practitioners ensures that the pre-school's policies and procedures are consistently implemented. Practitioners skills are regularly updated through annual appraisal meetings, supervision and relevant training.
- Space is used effectively and children move confidently between the indoor and outdoor learning environments.

### It is not yet outstanding because

- Opportunities for children to explore natural objects and items of interests are not fully extended to effectively promote their curiosity and investigative instincts.
- There is currently no provision in place for absent key persons to be replaced with a 'buddy' key person. This means that on rare occasions children do not have a special person to relate to.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the main playroom, focus activity area of the hall and garden.
- The inspector held discussions with practitioners, managers, committee members, children and parents at appropriate times during the inspection.
- The inspector looked at a range of records and documentation including children's personal details, information about practitioner's qualifications and evidence of their suitability checks, accident and medication records, written policies and documentation regarding children's learning and development.
- The inspector took account of the views of parents spoken to at the time of the inspection and through written comments.

## Inspector

Lynn Hughes

## Full Report

### Information about the setting

The Tolleshunt D'arcy Pre-school was registered in 2012 as an incorporated company. The setting originally registered in 1976. It is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in a village hall in the Tolleshunt D'arcy area of Essex, and is managed by a committee of trustees under an incorporated company. The pre-school serves the local area and is accessible to all children. It operates from a large hall and there is a fully enclosed area available for outdoor play.

The pre-school employs seven members of child care staff. Of these, six hold appropriate early years qualifications at level 2 and above.

The pre-school opens Monday, Wednesday, Thursday and Friday, term time only. Sessions are from 9.30am to 3.30pm, on Monday and Friday and from 9.30am to 2pm, on Wednesday and Thursday. Children attend for a variety of sessions. There are currently 34 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children.

### What the setting needs to do to improve further

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

- further develop a range of everyday objects for younger children to explore and investigate, for example, treasure baskets, containing natural materials, such as stones, shells, feathers and pine cones
- review the key person system to enable each key person to be paired with a 'buddy' who knows the children well, who can support individual children in the main key person's absence.

## Inspection judgements

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

Practitioners demonstrate a secure understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. They are knowledgeable about how children learn and use their expertise to engage and interest children in a wide range of planned and freely chosen play experiences. Regular and rigorous observations are made of the children and recorded in their learning journals. Key persons effectively use their observations of children's achievements to plot their progress and to tailor future activities. Individual children's learning styles are taken into

consideration when practitioners plan for the following week. For example, they encompass all seven areas of learning within the small garden area, enabling those children who learn more productively in an outdoor environment to flourish. Parents are encouraged to play an active role in their children's learning by sharing information with key persons about their children's starting points, achievements at home and interests. They are active in identifying their children's next steps in learning and celebrate their progress through regular informal and formal discussions with their child's key person. All children make equally good progress because their needs are taken into account in both planning and teaching.

Children are keen and active learners. They enthusiastically chat about their day, to adults and their peers. Practitioners proficiently follow children's interests and enable them to guide their own learning. For example, children's interest in animals, led to a discussion about animals which live on land and those which live under the sea. The role play area was then adapted to an underwater scene, which prompted children to talk about the beach. The role play area was then enhanced to include children's deck chairs, inflatable toys, buckets and spades and beach towels. The animal theme is soon to be further developed by practitioners turning the role play area into a jungle for children to explore. A small digging area in the pre-school garden proves an excellent space for children to dig, bury and then find items of interest. They transport the soil using a range of containers, which helps to promote their physical skills and requires them to think about weight and measurement as they proficiently fill their differing sized containers.

'Charlie Bananas', a friendly pre-school monkey puppet is used to encourage children to learn about sitting carefully and listening. With the help of the practitioner leading the discussion, he reminds children to use their listening ears and looking eyes. He shows them how to sit nicely and is also used to prompt discussions about being kind to each other and expressing other important feelings. Children are developing good control over their bodies as they practise for their forthcoming sports day. They crawl under pieces of equipment, collect bean bags in a bag and race each other to the far end of the hall. They receive a loud round of applause on completion, gaining a sense of achievement. The environment is rich in print, prompting children's understanding that words carry meaning. Children acquire good literacy skills as they practise writing their names on creative work and drawings. They also use paintbrushes and water to make marks in the outdoor play space.

The 'magic box' is used most days to support activities with a pre-decided learning intention. Props are placed in the box, for example, puppets to support singing activities, rhyming words, which are used in a silly soup game or numbered elephant hats, which are used in an elephant balancing game. This excites and captures the children's interests and enables practitioners to introduced focussed play in a fun and interesting way. Children have some opportunities to explore natural objects and items of interest in order to enhance and follow their natural curiosity. However, this element of learning is not fully explored. Children develop essential skills which help them to be prepared for the next stages of learning through both planned and free choice experiences. For example, they proficiently hold pencils and some children are beginning to write recognisable letters and numbers. Their confidence is enhanced by practitioners giving them opportunities to help

during the session. For example, two children are asked to collect 'Charlie Bananas' and the 'Magic Box' from their storage places.

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

Children develop warm and caring relationships with all practitioners, especially their key person. They experience positive interaction from the adults caring for them, which enables all children to feel safe, secure and confident. While the key person system works effectively to support children's all round development, there is currently no provision in place for the key person to be replaced by a 'buddy' in their absence. This means that at times, children may not have a special person to relate to or with whom they can explore their surroundings. The environment, indoors and outdoors provides children with opportunities to develop independence, as practitioners effectively present an interesting range of learning experiences in low-level storage units. This enables children to guide their own learning and make choices over their play. Children move confidently between the indoor and outdoor environment throughout the session. They are well-supervised as practitioners have dedicated roles each day, ensuring that their deployment matches the needs of that particular pre-school session.

Children are respected and valued and are given good opportunities to have their thoughts and ideas listened to both in large group activities and in smaller key group discussions. Children behave well because practitioners understand how to enable them to communicate their needs and feelings. For example, children chat quietly and calmly to the practitioner assisting at the rolling snack time bar. They tell her how they are feeling and share information about their home life, siblings and interests. The practitioner listens carefully and uses skilful questioning to extend their thinking and to encourage less confident children to express themselves. The pre-school announcement system, entitled, 'bing-bong' draws children's attention to practitioner's requests. It is used to inform children that the garden is open, the snack bar is ready or that it is tidy up time. Children also ask practitioners to 'bing-bong' if there is something they would like to tell their friends.

Children develop a good understanding about keeping healthy through topics, activities and discussions. They enjoy a well-balanced and nutritious mid-session snack, which provides good opportunities for them to develop independence skills and to make choices. For example, they pour their own drinks, spread butter on their bread and help themselves to cheese and cucumber. Children are learning about taking risks and keeping themselves safe as practitioners remind them of the importance of using indoor feet to prevent them running indoors and slipping over. Children enjoy fresh air and exercise on a daily basis when they play in the pre-school garden and go for walks to the local park.

Effective settling-in procedures result in confident and happy children. Practitioners encourage parents to play an active role in deciding when their children are ready to be left. This aids a smooth transition between home and pre-school. Children wishing to bring a comforter to the pre-school are encouraged to do so. Many children gradually learn to place their comforters on the side and eventually get to a stage of confidence whereby they no longer need bring them.

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

The pre-school is managed by an incorporated committee, who play an active role in the successful running of the setting. The chairperson and secretary are on hand to support the managers and practitioners, and actively attend training events and local cluster meetings. There is a strong team of proficient early years educators who work well together to ensure that every child's needs are effectively met. They ensure that children grow, develop and flourish through well-planned and purposeful pre-school experiences. The educational provision is effectively monitored by the manager on a regular basis. Thorough systems enable the manager to review the planning and assessment for each child to ensure that they are all making equal progress. Any gaps in children's learning are effectively identified and strategies are put in place to close them. The pre-school demonstrates a firm commitment to developing a quality early years setting, which uses reflective practice to review and evaluate all aspects of the provision. Parents and children play an active role in the self-evaluation process, inputting their feedback and ideas through questionnaires. Practitioners and managers act upon these suggestions and make any necessary changes and improvements. Practitioners are provided with good opportunities to extend their professional development through training courses, cluster meetings with other early years settings and through in-house training events.

Children are well-protected as managers and practitioners demonstrate a robust understanding of safeguarding issues to protect the children in their care. All practitioners complete regular training and update their safeguarding knowledge on a regular basis. All adults working, with or having regular contact, with children are vetted and proof of their suitability, are available on file. Children remain safe and secure as practitioners conduct effective risk assessments and safety checks each day before the children arrive.

Partnerships with parents and others are strong. Parents are provided with clear written information about the pre-school and its practices. Parents are encouraged to speak to key persons each day, to discuss their children's experiences. More formal open events provide good opportunities for them to view their children's progress reports and to help to establish their next steps in learning. Links with other early years settings, which children attend are good, enabling key persons to share information which complements learning in all areas of the children's lives. The pre-school feeds into a number of primary schools. Practitioners have good communication with the early years teachers and head teachers of all of the schools and create an atmosphere of mutual respect, enabling them to work productively together to aide children's transition between the pre-school and 'big school'.

## The Childcare Register

The requirements for the compulsory 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

<b>Unique reference number</b>	EY456340
<b>Local authority</b>	Essex
<b>Inspection number</b>	895567
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	26
<b>Number of children on roll</b>	34
<b>Name of provider</b>	Tolleshunt D'Arcy Pre-School
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01621 868 948

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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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