

Coopersale Hall School

Inspection report for early years provision

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Inspector Sandra Daniels

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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

Coopersale Hall School is one of three local schools that fall under the same ownership. The school is situated in Epping, Essex and the Lower Kindergarten operates from three adjoining rooms within the school, with the use of shared indoor and outdoor facilities. There is disabled access to the premises. The Lower Kindergarten is registered to care for a maximum of 32 children in the early years age group, of whom no more than 20 may be under three years at any one time. There are currently 28 children on roll, four of whom are under three years but not yet in the rising three age group. Children attend each morning from 8.45am until 12.00pm. The Lower Kindergarten supports children with special educational needs and/or learning difficulties and also supports children who speak English as an additional language. The school employs five members of staff within this age group, all of whom have appropriate early years qualifications. The group is registered on the Early Years Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make very good progress in the Early Years Foundation Stage. The enthusiastic and motivated staff team ensure each child is treated with respect and encouraged to access a range of exciting, enjoyable experiences to meet their individual needs. The environment is very safe and secure allowing children to move around the setting safely and independently. In addition, thorough, comprehensive risk assessments are carried out and reviewed regularly. The provider's ability to identify ways to improve outcomes for children, to promote their welfare and learning and development is evident in practice.

What steps need to be taken to improve provision further?

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

- extend the self evaluation to take account of the thoughts and views of children and parents
- review the staff induction process to ensure that new staff fully understand the provision and their role within it and that the process is accurately recorded.

The effectiveness of leadership and management of the early years provision

Children are safeguarded through excellent security and constant supervision. Robust procedures are in place to monitor child protection issues and all staff receive training on a regular basis. Excellent risk assessments are carried out to ensure the premises and equipment are safe at all times. This clearly identifies any potential hazards and details how risks will be minimised or alleviated. Staff value,

listen to and empower children, they provide exemplary role models and so children learn to do the same and build sensitive relationships. The staff working with the children in the Lower Kindergarten are very well supported by the provider, head teacher and early years co-ordinator. The strong leadership and management of the group has an excellent impact on the outcomes for the children. Recruitment procedures are robust and every member of staff is fully vetted to ensure they are suitable to work with young children. However, the induction process is not sufficiently structured in terms of it being recorded in a detailed fashion. Regular performance monitoring identifies any development needs. Ongoing improvements are given high priority and in-house training enables practitioners to have time for reflection. For example, an Early Years Foundation Stage training day is planned for the near future. A comprehensive self evaluation provides a critical analysis of the early years provision. Staff contribute to this process and the views of parents are generally taken into account. However, there are not yet fully structured systems in place to fully involve parents and children. The curriculum and children's development records are monitored as a team, which provides a consistent approach to promoting children's learning and development. There are excellent links with the whole of the school and highly effective liaison with other agencies ensures cohesive support and care for all children.

The whole ethos of the setting is that parents are central to children's wellbeing and development. Staff recognise that parents provide vital information about their child as a person and have a wealth of knowledge about them. Parents contribute to children's learning journeys through extremely effective communications with staff. They write detailed entries in children's daily diaries and are actively encouraged to make home observations and share them with their child's key person. All information is available in different formats to ensure it can be accessed by every family. An open door policy ensure parents are confident in the Lower Kindergarten environment. This is a fully inclusive environment where each child is valued and their needs met as individuals. More able children are appropriately challenged to reach their potential and staff clearly recognise that children learn at their own pace. Resources are deployed well. Children are able to access them freely and therefore, make choices and decisions about their learning.

At inspection, a breach of registration was identified with regard to the provider caring for more children than their conditions of registration allowed. This is an offence unless the provider gives a reasonable excuse. In this instance, reasonable excuse has been identified and no regulatory action is being pursued. Ofsted has since varied the conditions of registration accordingly. This breach has not impacted on the overall judgement for this provision.

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

All children are very well supported by staff who ensure that their needs are known and their independence promoted. Staff have an accurate understanding of the starting points of children and use good assessments based on careful observations to plan purposeful activities for the children. All staff are very skilful in

accommodating the preferences of children. This allows them to play and learn in groups of differing sizes, or individually and have access to free choice activities or work on focussed learning tasks with adults. Children respond very positively to these learning opportunities as they learn about letter sounds, play with water or share books and conversations. Staff keep children on task very well to ensure that they build on their existing skills and develop their ability to concentrate. Children have access to carefully planned activities that are age and developmentally appropriate. The atmosphere in the setting is very positive and harmonious as children listen to stories, sing and engage in spontaneous role play activities. For example, they decide that the play house is a puppet theatre and put on shows for their friends. After this, they change the house into a singing house and happily sing their favourite songs. All children show very positive attitudes to each other and to adults as they share resources, take turns and decide how they will spend their time. Staff are very positive role models in the setting and have good strategies in place to manage the behaviour of children. Children enjoy their time in the colourful setting and are able to direct their own play, work with adults or take part in planned activities. All staff show a strong understanding of the Early Years Foundation Stage and are developing their practice well to deliver it effectively to achieve good outcomes for children.

Children are able to make good progress towards early learning goals in all areas as the setting is managed and arranged to ensure that a good breadth of learning opportunities are provided. The setting makes very good use of its space and resources. The outdoor area that children use enthusiastically is vast and varied, incorporating grassed areas, woodland and adventure playgrounds. Staff are currently working on the creation of a sensory garden for the younger children to explore. Staff are committed to children making as much progress as they can and also making sure that all children are happy and involved in the busy life of the setting. Children's language skills are developed through good conversations with adults, effective questioning and the high profile that spoken language skills have within the setting. Children are also exposed to meaningful examples of written language so that they learn about letters, sounds, books and can recognise their names and other labels in the play areas. Children enjoy messy play, creative activities and music making. In addition children have very good opportunities to develop their physical skills and their understanding of number and mathematical ideas is enhanced through practical activities and games. Children can access computers and everyday technology.

The welfare of all children is promoted at all times in the setting. Children are always safe and secure and are supported to learn about keeping themselves safe. For example, they practise emergency evacuation procedures with staff and receive gentle reminders about safe practice during play. Children are given opportunities to learn about their own health and wellbeing and show growing independence and confidence. They learn about the values of physical exercise and are able to choose from healthy options at snack times.

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	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
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	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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