



Old Bexley Village Pre-school

Inspection report for early years provision

Unique Reference Number	115355
Inspection date	16 March 2006
Inspector	Sarah Morfett
Setting Address	Manor Road, Bexley, Kent, DA5 3LX
Telephone number	01322-529793
E-mail	
Registered person	The Partnership of Sharon Bernardi & Wendy Coltman
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Old Bexley Village Pre-School opened in 1996 and operates from 2 rooms in a church hall. It is situated in the village of Bexley, Kent. A maximum of 26 children may attend the nursery at any one time. The nursery is open each weekday from 09:30 to 12:15 for 38 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 30 children aged from 2 and a half to under 5 years on roll. Of

these, 10 children receive funding for nursery education. Children come from a local catchment area. The nursery currently supports a number of children with special educational needs.

The nursery employs 7 staff, 5 of the staff including the manager hold appropriate early years qualifications. There is 1 member of staff working towards the next level of childcare qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are provided with an adequate range of activities which help to promote their understanding of hygiene routines. For example, they are encouraged to wash their hands after using the toilet or playing with messy play activities and before eating. However, the toilet facilities are not effective for all children. For example, the younger children have difficulty in reaching sinks and soap. There are effective procedures in place which help to prevent cross-infection. This includes paper towels for hand drying and regular nose wiping with tissues that are disposed of hygienically. Children's health is protected by the sound practice followed.

Children are starting to understand the benefits of a healthy diet. Every day there is juice and milk available through the snack bar which is open during the session. Children are encouraged to make healthy choices, for example, a good selection of fresh fruit and raisins is provided for children to choose from. Children begin to learn how to make healthy choices.

Children begin to learn the importance of physical activity through the nursery education curriculum. They have opportunities to develop fine manipulative skills by using tools when playing with play dough and mark making with different sized writing implements. Indoor physical activity is promoted well through the variety of opportunities provided, such as, stepping stones and cube slide. Children are beginning to understand the effect physical exercise has on their bodies and they know when they need to rest.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and secure environment. There is plenty of space for them to move around and play freely within safe boundaries. Toys and equipment are checked regularly and conform to current safety standards. All resources are appropriate for the ages and stages of children's development. There is an effective risk assessment system carried out daily, for example, staff complete a check list on the premises before the children arrive. Children's safety is promoted well.

Children are protected by the range of suitable safety equipment in place, such as, fire fighting equipment and socket covers. Staff are vigilant in reducing hazards as

they ensure that spills are wiped up and the sand is swept up regularly. An emergency evacuation plan is in place and the children practise it each term. Young children are well supported by staff who allow them to move around independently, but supervise closely to reduce the risk of accidents. Children are learning how to keep themselves safe in an emergency.

Children are well cared for because effective procedures promote their welfare and safety at all times. For example, the lost and uncollected child policy is clear, concise and details the exact process to follow in such an event. The child protection policy is informative and staff demonstrate a good awareness of the procedures to follow if concerns were to be raised. Staff are positive in their approach to caring for the children, therefore, children's well being is promoted.

Helping children achieve well and enjoy what they do

The provision is good.

Children are comfortable and happy at the pre-school. They demonstrate high levels of well being and involvement, because staff provide them with a range of stimulating toys, resources and free play experiences. Children interact well with the staff and each other. For example, as children arrive each morning they are warmly welcomed and show that they are pleased to see the staff and each other. New children settling in to the group are given good support by the staff and are soon playing happily. Children enjoy coming to the group and settle well each morning.

Children are provided with a good range of activities which meet their stages of development. For example, physical activities such as stepping stones, play dough, craft activities and dressing up ensure the children become involved and with staff support they begin to learn and achieve. Younger children attending the group are supported well as staff have a good understanding of the Birth to three matters and activities are adapted to cover a range of abilities. Therefore, the children's emotional, physical, social and intellectual capabilities are developed.

Nursery Education

The quality of teaching and learning is good. Children are making consistent progress towards the stepping stones and early learning goals. Children's learning and achievements are good in relation to their starting points and capabilities. This is because the staff working with them have a sound knowledge of the Foundation Stage. Staff demonstrate a suitable range of teaching methods and a good understanding of how young children learn and progress. Children are sufficiently challenged as the staff ensure the activities are aimed at their varying abilities. Effective methods of observation and assessment chart children's progress through to when they leave the setting. Regular evaluations by staff and children help to ensure children are able to make choices and staff are able to monitor the effectiveness of the activities provided.

Children demonstrate a sense of belonging as they follow the routine and play and learn together. They are confident and friendly and show care and concern for others. They are becoming independent learners as they move around the room,

choose their own activities and follow routines, such as helping to tidy toys away. Children's independence is further developed as they pour their own drink at snack time and are responsible for washing up their own cup. This means they are beginning to manage developmentally appropriate tasks.

The children use a variety of tools to make marks and some are able to write their names using correctly formed letters. Others attempt to write for a range of purposes, such as making lists or appointments during role play. The staff read to the children at group time, they enjoy the stories, however, they do not utilise the book corner well. Therefore, they are not developing interest in books themselves. Children are gaining confidence with numbers and counting. For example, they count the children attending the group at registration time. Children learn about themselves and one another when visitors come into the group to share their experiences, such as policemen and parents who share their different cultures with them. Children learn about the wider world.

Children enjoy opportunities to be creative. They have ample opportunities to explore textures through the wide range of medium provided, such as, play dough, 3D modelling and paint. Singing sessions, ring games and action rhymes begin to give children an understanding of rhythm. Overall, the pre-school plans and provides a good range of activities, experiences and play opportunities, to develop the children and prepare them for school.

Helping children make a positive contribution

The provision is good.

Children are warmly welcomed into the group and are cared for according to their individual needs. They arrive confidently and demonstrate a sense of belonging as they settle into the daily routine. New children are supported well, the staff help them to settle and they gain confidence quickly. Children behave well at the pre-school as strategies are consistent and this helps to reinforce positive behaviour. Children enjoy being at the group because the staff are attentive.

Children are encouraged to participate in all activities, regardless of gender or disability. All activities offered are non-stereotypical and anti-discriminatory. For example, dressing-up clothes cater for all and children can choose what they want to wear. They have access to a good range of toys and books which show positive images of race and culture. Through discussion with staff the children learn about other cultures, for example, parents spend time in the group sharing experiences of festivals and other cultures. Children are learning about the wider world.

Children with special needs are supported very well. The staff demonstrate a good understanding of how children develop and work closely with outside agencies, such as speech and language therapists to provide activities for the children which helps them develop to their own potential.

The partnership with parents is good. Parents report that they are happy with the care that their child receives and feel they are kept up-to-date by good verbal communication and clear and concise written information, such as newsletters.

Parents receive a termly report, this means that they are aware of children's developmental progress. Children's spiritual, moral, social and cultural development is fostered through the varied range of activities and experience the group provide.

Organisation

The organisation is good.

Children are comfortable and settled within the well organised environment. They feel secure and totally at ease with familiar staff and their surroundings. They can access a good range of play opportunities. Systems are in place to ensure the adults working with children are suitable to do so. The registration certificate is displayed and the necessary records are in place and shared with parents. These include effective daily attendance records which show clear arrival and departure times. Children's welfare, care and learning are promoted, due to the effective policies and procedures, which underpin the group's good practice.

The group's operational plan is reviewed to meet the needs of the children and staff, for example, all policies have been reorganised into the outcomes for children. The managers and deputy hold appropriate childcare qualifications and there is one member of staff working towards the next level of childcare qualification. A current paediatric first aid certificate is held by most of the staff and the group are pro-active in updating the rest.

The leadership and management is good. Staff knowledge and understanding of the Foundation Stage is good and there are achievable aims for the personal development of all children. This is because all staff have attended recent Foundation Stage training and assessment time is planned into the daily routine. Staff work hard towards the integration of care and nursery education, to promote successful outcomes in all areas of child development. Regular communication and monitoring of teaching and learning means the overall effectiveness of the curriculum is evaluated well. The provider is committed towards the continuing improvement of the provision. The group provides a professional service. Overall, the group meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last nursery education inspection the group were asked to develop the use of assessment to plan the next steps for children's learning, in conjunction with this they were asked to improve the priority given to maths activities. The group have thoroughly reviewed the way they plan the curriculum and the assessment system they use. Therefore, children's next steps are identified and now inform the planning. All areas of learning are covered equally and maths activities provided are effective.

At the last care inspection the group were asked to improve several aspects of their paper work, they have developed a clear and concise policy which details the procedures to follow in the event of a lost or uncollected child. The group complete a daily record of attendance for the children. Through the reviewed planning children are able to access focused activities which provide sufficient challenge. Therefore,

the safety of the children has been improved and the challenge given to children stretches their capabilities.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that the toileting procedures are effective for all children

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- promote children's interest in books by developing the reading area so that it is comfortable and inviting.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk