



Pierremont Park Pre-School

Inspection report for early years provision

Unique Reference Number EY312768
Inspection date 27 April 2006
Inspector Beth Kingsland

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Registered person Lucia Michelle Antoniou-Gkikas

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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Pierremont Park Pre-School opened in 2006. It operates from a hall in Broadstairs, Kent. The pre-school serves the local area.

There are currently 34 children from 2 to under 5 years on roll. This includes 20 funded 3 and 4-year-olds. Children attend for a variety of sessions. The setting has experience of caring for children with special needs and who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 9.00 to 12.00. The pre-school provides two afternoon sessions, on Tuesday and Thursday from 1.00 to 3.30.

There are eight staff who work with the children on a rota basis, four of whom hold appropriate early years qualifications. Two staff are currently working towards a recognised early years qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are aware of the importance of their own personal hygiene procedures and take responsibility for washing and drying their hands throughout the session. For example, when the children had completed a painting activity they discussed with staff the need to 'make their hands clean'. Clear procedures have been developed for nappy changing that afford children their privacy and dignity, for example, children are changed separately within toilets away from the view of others.

Children are generally provided with a healthy diet. Snack times have been organised to allow children to independently choose from a selection of foods, including fruit and vegetables. Children are offered a variety of drinks, however, this is limited to snack-time and drinks are not available for free selection throughout the session. Appropriate procedures have been developed to ensure that children with allergies are fully protected. Staff are aware of allergies and the procedures to follow in the event of an allergic reaction.

Children take part in a range of physical play activities, both inside the setting and within the adjacent public park, all of which contribute to children's good health. Children confidently access a range of equipment and show confidence within their own body movements. The children exhibit a very positive attitude towards exercise and show enthusiasm in the activities they experience.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are generally protected from possible danger through an organised environment. Regular completion of the emergency evacuation routine ensures children remain safe. However, staff have not introduced appropriate procedures for ensuring children stay safe while away from the premises. For example, formal risk assessments have not been established for checking that the park used by the children is safe.

Children are able to select from a safe range of equipment, which is regularly checked and cleaned by staff. Children are encouraged to take responsibility for their safety within the pre-school, for example, clearing equipment away after they have finished playing.

The children's welfare is protected from possible child protection issues. Staff are aware of their responsibilities and who to contact if they have a concern or worry.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are confident, enthusiastic and eager to participate within the activities provided for them.

The younger children are beginning to forge new relationships together and were observed joining in with group games and suggesting ideas for imaginative play. Children are beginning to communicate well together, sharing ideas through play and responding to staff's questions. For example, children acted out a familiar story and enjoyed becoming the characters. Although children participate freely, activities are not effectively planned in order for younger children to fully express and represent their own ideas and feelings. For example, all the provided activities are not adapted to meet the differing needs and abilities of the children with some being removed before children have finished playing. Although staff are aware of the Birth to three matters framework, activities have not been adapted to incorporate its use.

Nursery education

The quality of teaching and children's learning is satisfactory. The staff have a satisfactory knowledge of the Foundation Stage which supports children's sound progress through the stepping stones. Good relationships have been developed, resulting in well settled and confident children. A new system for assessment and planning has recently been introduced. Although staff have begun to assess children within activities, they do not always make effective use of their observations to plan for the next steps in children's learning. This results in activities not always providing children with appropriate challenge, for example, a colouring activity limited children's creative imagination as staff directed the activity and made suggestions as how the children's work could best be completed. Activities are not always effectively supported by staff. For example, at snack time staff do not sit with the children; as a result, children quickly become restless.

Children show a clear understanding of their daily routine and settle quickly to activities provided. They show appropriate levels of concentration as they initiate tasks and play happily within the reading area. They freely select books, and listen with interest to stories read to them by staff. They show increasing vocabulary as they discuss ideas for activities and share ideas during large discussion activities. Although a large selection of activities are available, children do not generally self-select, choosing instead to play with the activities made available to them or ask staff to select for them. This restricts opportunities for children to use their initiative and take control of their own learning.

The children count freely throughout the session and are beginning to solve simple mathematical problems, for example, counting how many cups of water they had used to fill a bucket. The children experience a balanced programme of activities that allows them to learn about their local environment and the wider world, for example,

walking to a local greengrocer and being visited by a Greek Priest.

Children's small manipulative skills are supported through activities such as threading and construction. For example, children used bricks to make models of their houses. Although children are beginning to explore a range of materials and experiences, the lack of detailed planning and management of the environment restricts opportunities for children to explore, express and communicate their ideas through a widening range of media.

Helping children make a positive contribution

The provision is satisfactory.

Children represent a wide spectrum of the community. They receive appropriate opportunities to select from equipment that represents positive images of other cultures and traditions. Through these, children learn about the local community and wider world. The positive approach fosters children's spiritual, moral, social and cultural development.

Children have equal access to all provided activities. They generally respond well to each other and are beginning to understand about turn-taking and co-operation. However, the children's behaviour is inconsistent. Staff have not introduced clear boundaries for acceptable behaviour. As a result, some children dominate others' play, and receive little guidance from staff.

The partnership with parents and carers is good. Children's needs are supported with the clear partnership staff have developed with parents. Parents are warmly welcomed into the pre-school and encouraged to stay and settle their children; this leads to an easy transition that benefits children's development. Regular informal meetings between staff and parents and carers ensure that parents are fully informed about children's progress and attainment. Parents receive information about activities, which allows them to contribute to children's learning and continued development at home.

Organisation

The organisation is satisfactory.

Overall the provision meets the needs of the range of children for whom it provides care.

The leadership and management of the pre-school is satisfactory. The pre-school is led by a positive and dedicated leader, who knows her staff, children, parents and carers well. This has a positive impact on development. Methods for keeping regulatory documentation, and policies and procedures, are satisfactory and are acceptable in developing sound systems for the efficient and safe management of the provision. Clear training programmes mean that children are supported by friendly and reliable staff, who have a balanced knowledge of the Curriculum Guidance for the Foundation Stage and the 14 day-care standards.

The pre-school is generally organised appropriately. Systems for monitoring are adequate. However, clear procedures have not been fully established to identify ways to develop teaching practices to ensure staff work effectively together to develop a consistent policy for children's play.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since registration.

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 effective systems are introduced to ensure children remain safe while away from the premises
- ensure children have regular access to drinks
- ensure a clear system is introduced for behaviour management

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):

- make effective use of assessment to inform the planning of activities to ensure all children make consistent progress (this also applies to care)

- ensure the planning and organisation of the daily programme meets the needs of all children (this also applies to care)
- ensure all children take part in an appropriate range of activities that allow them to explore, investigate and use their imaginations (this also applies to care).

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