



## Fawkham Pre-School

Inspection report for early years provision

<b>Unique Reference Number</b>	EY313734
<b>Inspection date</b>	16 May 2006
<b>Inspector</b>	Ceri Ann Mills
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<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day 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](http://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?

Fawkham Pre-School has been registered since 2005.

It is privately owned and operates from a self contained annexe adjoining the owners home. The property is located in the village of Fawkham, near Longfield in Kent. Children have access to two rooms with all the necessary facilities and a fully enclosed outside play area.

The pre-school opens five days a week during term time from 09:15 until 13.30 and children attend various sessions. A maximum of 10 children from two years to under five years may be cared for at any one time. There are currently 12 children on roll, of these eight receive funding for nursery education.

The pre-school supports children with special needs and no children currently attend who speak English as an additional language.

There are two staff who work directly with the children each session and both have a recognised childcare qualification.

The pre-school receives support from the Local Authority Early Years and Childcare Partnership.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is outstanding.

Children's good health is consistently assured because staff apply highly effective procedures and practices which meet the children's physical, nutritional and health needs. The premises and facilities are extremely clean and well maintained. Children replace their outdoor shoes for inside footwear which ensures they play on a clean carpet and are comfortable during their time in the setting.

Children receive exceptional support and guidance which helps them to learn about personal hygiene. They are developing excellent skills in self care, such as blowing their noses and disposing of the tissues appropriately. Staff supervise younger children in the bathroom, whilst older children are able to take themselves which helps to develop their independence. Children greatly benefit from having access to child size facilities, such as a small, low level toilet and hand basin. They automatically wash their hands after using the toilet and before snack because staff talk to them about the importance of good hygiene practices. Children's privacy is respected by staff during nappy changing routines and sound procedures are implemented to minimise the risk of infection to children.

Children's individual health and welfare needs are effectively met. Staff provide parents with a range of relevant health information, such as the promotion of sun protection and healthy eating. Comprehensive details are gathered from parents about children's individual needs and written permission is secured for staff to administer medication and seek treatment in the event of an emergency.

Children are very well cared for if they become unwell or have an accident. Staff have the required first aid skills and all the mandatory documents in place to safeguard children.

Children receive plenty of fresh air each day and greatly benefit from the many opportunities to be active, which keeps them healthy and promotes a positive attitude towards exercise. Children gain from having access to two different outdoor play

environments. They eagerly explore the stimulating and purposeful range of activities, which are developmentally appropriate for their age and stage of development. Children confidently negotiate space using a range of wheeled toys; practise many different skills with smaller equipment, such as balls and hoops, and have fun developing their balancing skills. For example, children are thrilled as they successfully walk along the balancing beam without being caught by the "crocodile" underneath.

Children's individual dietary needs are effectively met because staff are extremely well informed about children's requirements. The setting works closely with parents to promote children's healthy growth and development. Food provided by parents is stored correctly and the setting provides a mid morning snack, which includes a selection of fresh fruits, with milk or water to drink.

Children thoroughly enjoy snack & lunch time. Staff and children sit and eat together around the table which creates a relaxed and social occasion. They talk about the food in their lunch boxes; as a result children are beginning to understand why different types of foods are good for their bodies.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children play in premises which are safe and secure because staff have a good understanding of protecting children from potential hazards. A routine risk assessment is carried out before the start of each session and efficient procedures are in place for the safe arrival and collection of children. Staff deployment is very good, which ensures children are well supervised at all times. Children's security is carefully monitored and effective procedures ensure children are not able to leave the premises. Visitors are not able to gain access without alerting staff and their presence is recorded.

The learning environment is bright, attractive, warm and welcoming to children and families. It is well organised to ensure children move safely between the areas and have independent access to a very good range of suitable and safe equipment and play materials. Staff check resources as they are used to ensure they are in good order.

Children demonstrate a growing understanding of keeping themselves safe from harm and listen attentively to the gentle explanations from staff. They know why running indoors is dangerous and where they can run around.

Children's welfare is safeguarded in the event of an emergency. For example, appropriate fire safety equipment has been installed and fire drills are routinely carried out, so that staff and children are familiar with evacuation procedures.

Children's safety in relation to child protection is assured because staff have a good understanding of their role and responsibilities, enabling them to follow appropriate procedures. A child protection policy, which covers most aspects, is shared with parents so they know that a child's safety and welfare is the setting's first priority.

## **Helping children achieve well and enjoy what they do**

The provision is outstanding.

Children arrive happy and relish their time in vibrant surroundings because staff are extremely welcoming and provide a wonderfully stimulating and child centred environment. Familiar rhymes play in the background which help to create a calm and relaxing atmosphere for children to play and learn.

Children are eager to participate in the broad and balanced range of play opportunities on offer which are well supported through high quality adult-child interactions. Staff position themselves close to where the children play which helps children to sustain a high level of interest and concentration.

Children happily talk to staff about what they are doing and staff are extremely attentive to what children say and do. During show and tell staff use open questions effectively to extend children's thinking and language skills. For example, when talking about a hat and sun cream which a child has brought in they ask children why they think they are needed. This helps children's awareness of the different weather conditions and sun safety.

Children make excellent progress in all areas of development because staff have an exceptional understanding of child development and recognise how children learn most effectively.

The setting uses the framework of Birth to three matters for the planning and assessment of younger children. Staff recognise the uniqueness of each child and plan rich and varied activities to help children progress.

Children confidently select tasks which strengthens their decision making skills. Staff use effective strategies to support children's independence by giving lots of praise which makes them feel good about themselves and their achievements.

Children have numerous opportunities to express themselves and explore a variety of creative mediums such as painting, music, pasta, sand and role-play.

Children thoroughly enjoy playing out of doors where there are exciting challenges for all ages and abilities. Children begin to make sense of the world and show fascination as they participate in a diverse range of exploratory and sensory experiences. For example, preparing a mini beast garden and growing flowers and vegetables.

In preparation for going outside children are encouraged to put on their own shoes which helps develop and refine their self care skills.

## **Nursery Education**

The quality of teaching and learning is outstanding.

Staff have a comprehensive understanding of the Foundation Stage framework which is evident in their planning. Children are motivated and engrossed in their activities

and make extremely good progress across all six areas of learning because staff provide inspiring activities and first hand experiences. Children are confident at initiating their own learning because staff allow children to interpret planned activities for themselves and are perceptive to children's interests. For example, children thoroughly enjoy playing with the sea port and broaden the transport theme by adding the train track to their imaginative game.

Children show high levels of independence and extend their decision making to whether they wish to play in or out of doors.

Children's individual development is continuously monitored through observation and their next steps for learning are identified. Planning clearly shows what children are expected to learn and how activities are extended to provide challenges for them.

Children have many opportunities to recognise numbers and letters within the setting and have plenty of writing materials readily available. They are keen to label their work and some children successfully write their own name. Most children recognise their name labels at registration time, which helps them to feel a sense of belonging. Children participate enthusiastically in the group story sessions. They concentrate very well and listen attentively to stories as staff read expressively and use visual aids to bring the story to life. Children use their imagination in a variety of ways. A well resourced role play area is currently set up as a veterinary practice. Children contribute to creating a realistic environment by bringing in photographs of their own pets. They delight in talking to each other about their special pet and show a caring attitude towards living things. Children follow the life cycle of the developing caterpillar with much curiosity.

Children develop a sound understanding of counting and have many opportunities through routine parts of the session to reinforce this knowledge, such as when serving snack. Children learn about shape, space and measure through a wide range of exploratory activities and correctly handle tools such as a magnifying glass to investigate mini beasts in the garden.

Children show an excellent understanding of and competently use mathematical language. They play and respond enthusiastically to challenges to extend their skills. For example, during a sequence matching game on the computer. Children are extremely well supported by staff who adapt their teaching techniques to match the needs of individual children ensuring they are able to consolidate their knowledge and develop at their own rate.

### **Helping children make a positive contribution**

The provision is good.

Children settle very well and look forward to the pre-school session. The familiarity of the routine and warm welcome given by staff, helps children feel secure as they separate from their parents. Less confident children receive lots of reassurance as they are comforted by staff. Children are encouraged to be independent learners and make their own choices from the wide range of activities provided.

Children know where items belong and enjoy being given the responsibility to help tidy up. Staff acknowledge children's achievements by issuing reward stickers, with an accompanying explanation for parents, and lots of warm praise. This helps to build children's confidence and self esteem.

Children benefit from the staff's positive promotion of good behaviour. Staff support younger children in sharing and turn taking. They have high expectations and consistent boundaries which help children learn to negotiate with other's and take responsibility for their own behaviour. Consequently, children play harmoniously together most of the time.

Children feel valued and good about themselves because staff treat them as individuals and with equal concern. An inclusive environment is promoted with effective systems in place to support children with special needs. Close liaison with parents and support agencies ensures all children's needs are well planned for and met.

Children learn about themselves, each other and many different cultures and festivals through well planned and purposeful activities. For example, when celebrating Chinese New Year children had opportunities to taste food, use chopsticks, listen to music and learn about the Chinese calendar. Children access a variety of resources and see posters on walls which reflect diversity and words in other languages, which raises their awareness of the differences and similarities in the wider world.

This ensures children's spiritual, moral, social and cultural development is fostered.

The quality of partnership with parents is good and contributes positively to children's learning.

Parents receive substantial details about the provision, policies and practices because the setting has a comprehensive package of information, which covers all aspects of the service.

Parents views about their child's needs and interests are actively sought before the child starts at the setting, and on a regular basis throughout their time there, enabling staff to provide accordingly for them. Staff ensure that all parents know how their children are progressing and developing. Children's achievements are shared with parents on a daily basis and parents have access to all written records about their children.

## **Organisation**

The organisation is good.

Children's welfare, care and learning is enhanced by the efficient and effective organisation.

The pre-school's philosophy promotes an inclusive environment in which every child matters and there are clear aims for the provision which are implemented effectively by staff through the operational plan.

The premises are very well organised. Indoor and outdoor space is planned with much care to provide children with maximum play opportunities. The schedule of the session allows children plenty of time to see activities through and achieve positive results. Children spend valuable time together at registration and snack time, providing them with opportunities to engage in conversation and talk about things that are important to them.

There are robust recruitment and induction procedures in place, which ensures staff are properly vetted and suitable to look after children. Children benefit from the commitment of a well qualified and skilled staff team who effectively support children of varying ages and abilities in their development. Staff demonstrate a secure understanding of how children learn and have an established system in place which makes good use of the Birth to three matters framework with the younger children.

Staff fully understand their role and are familiar with the settings policies and procedures which they implement effectively to promote good outcomes for children. All legally required documentation which contributes to the children's health, safety and well being is in place. Records are clear, up to date, easily accessible and stored securely.

The leadership and management is good, which has a positive effect on children's learning.

Children make very good progress towards the early learning goals because staff have a secure knowledge of the foundation stage and a strong focus on the personal development and achievement of all children. Through regular assessments of children's progress, staff plan a varied and stimulating education programme which they routinely monitor and evaluate.

The leadership and management is strong and has clear aims, which include identifying areas of the provision in which further improvements could be made for the children and staff. The process for reviewing and monitoring the setting, which is still in it's early stages, is effective and needs to continue to ensure the high quality of early education is maintained.

The management influences practice on a daily basis and uses an appraisal system to identify ongoing training to further enhance the expertise of staff and the rich experiences offered to children. As a result the setting meets the needs of the range of children for whom it provides.

### **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.

## **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 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 child protection policy includes written procedures for allegations made against a member of staff.

### **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):

- continue to review and monitor the provision to maintain the high quality of early education

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](http://www.ofsted.gov.uk)