



St Ediths Pre-School Ltd

Inspection report for early years provision

Unique Reference Number	EY313294
Inspection date	17 May 2006
Inspector	Lesley Anne Cannon
Setting Address	Kemsing CP School, High Street, Kemsing, Sevenoaks, Kent, TN15 6PU
Telephone number	01732 760220
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Registered person	St Edith's Pre-School LTD
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?

St Edith's Pre-school has been registered since 2005. However the group has been established since 1976 under previous ownership.

The Pre-school is situated in the grounds of the Kemsing Primary School. They have use of to one a classroom, there own toilets and a small kitchen. The pre-school mainly serves the local community. Currently there are 58 children on roll with 45 of those funded.

Children attend for a variety of sessions. The pre-school operates five days a week, term time only, from 09:10 to 11:40 and 12:40 to 15:10.

Nine staff work directly with the children most hold relevant Early Years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are protected from cross infection by the staff's careful attention to good hygiene practice. Children are encouraged to be independent in their personal care, having easy access to suitable toilet facilities. The majority of staff hold an up-to-date first aid qualification and there are clear policies and procedures are in place to enable sick or injured children to be cared for effectively.

At snack time children are offered a variety of healthy options, such as fruit, toast and cheese. Older children are encouraged to pour their own drinks and to tidy up afterwards, but are not increasing their independence through involvement in the preparations, such as handing out cups and plates and preparing the snack.

Children enjoy daily outdoor play in the garden which is well equipped with a good range of exciting activities to promote a healthy lifestyle. They learn physical control and co-ordination when using the climbing frame and develop their imagination as they play in the play house. Indoors they dance and do actions and movement to music. Children use a range of equipment and interesting activities to develop their manipulative skills. For example, in the outdoor play space there is a large chalkboard and coloured chinks, sand and water trays with tools. Indoors there are many opportunities to make things using junk materials, building blocks and play dough.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a very clean, well maintained environment. Furniture and storage units are all at child height so that children are able to make independent choices. A thorough risk assessment is carried out and staff have taken precautions to protect children. For example, the gate is secured whilst children are present to ensure they cannot leave the premises and a mirror has been installed in a door way to prevent children colliding in a blind spot. The safety measures in place help the children to move around confidently, whilst having the opportunity to take risks and face new challenges in safe surroundings. Good staff interaction helps children learn ways to protect themselves, such as not using the climbing frame when it is wet in case they slip and bump their face, and some children knowing what action to take when the alarm bell sounds and how to evacuate the premises.

There are clear procedures and policies in place for dealing with child protection issues. Staff have recently attended training and show a good understanding of their

responsibilities. The policy is shared with parents to help them understand the role the group

Helping children achieve well and enjoy what they do

The provision is good.

Children come into the pre-school confidently and settle quickly into familiar routines. The children enjoy their time at the nursery and the company of the staff. They form strong trusting relationships with staff and play happily alongside other children. There are lots of appropriate and interesting toys for the children to play with, covering all areas of development. The walls are decorated with children's work and brightly coloured information posters, all helping to make the atmosphere homely, friendly and welcoming. There are imaginary play areas in the room, and a quiet area where the children can relax and read books. Children can choose their own activities most of the time. Staff are starting to use Birth to three matters to assess the needs of the younger children and adapting activities to include the younger children. For example, when children are making models from junk materials, younger children are given more help to use the scissors and stick objects together.

Nursery Education

The quality of teaching and learning is good. Staff are experienced and most are qualified and have a good knowledge of the foundation stage and how children learn. This ensures that children make good progress in all areas and enjoy a balanced programme of activities. Good use is made of the available space to provide a stimulating environment especially in the outdoor play area. Planning is quite detailed and covers all areas of learning comprehensively. Children's achievement is clearly linked to the stepping stones. Staff use regular observations appropriately to plan the next steps for their learning. Good use of observation and assessment also means that the children are suitably challenged. Staff adapt their questioning to reflect each child's stage of development. This helps them meet the needs of all children including those with special educational needs and those who have English as an additional language.

Children show a sense of belonging as they greet each other and staff on arrival. They are actively involved in play and activities throughout the sessions. They have a good level of independence and take responsibility for their personal care. The three and four-year-old children display concern for each other and take turns in their play where necessary. Children learn good communication skills and communicate well with staff and their peers. Their behaviour is good and minor disputes are settled quickly with good staff support. Children are able to make choices in their play and are given time to finish what they are doing. They have the choice of playing outdoors or indoors in an environment that is well planned. They count correctly to 15 and show a clear awareness of size and quantity but there is limited opportunity for children to see and match numerals with the correct number of objects. They recognise letters in their names and are beginning to write their names. Children are able to explore everyday items and learn through play. A computer is available so children can learn about technology in day to day activities. Children handle books

confidently and have access to a good selection of books. The children enjoy group story time and in most cases the story links to the current topic helping their understanding of the subject. Staff extend children's knowledge of their environment by tending and caring for small plants in the garden. Outings expand on this further so children become aware of the local community, time and place. Children are able to play with and use resources and equipment which enables their physical development to progress appropriately. They play in the outdoor area daily, getting plenty of fresh air. Children's creativity is encouraged and they are able to use their imagination in many areas of their play. The staff work hard to praise and enable children to try things for themselves and continue to practise to further develop their skills.

Helping children make a positive contribution

The provision is good.

The staff have a positive attitude towards others and enable children to gain an understanding about the wider world through learning about festivals and playing with a variety of resources introducing them to other cultures. Children's spiritual, moral, social and cultural development is fostered. Children are treated as individuals and they demonstrate a strong sense of belonging. Staff value children's creative art work and these are displayed in the room and in the hall way. They are familiar with routines and know what is expected of them. Staff work with the children to support and encourage them in new activities. Currently there are no children on roll with special needs, however the group are experience and forward thinking in how they can support children and their families. Children are well behaved as staff praise and encourage achievements and promote children's self esteem. Partnership with parents is good. Parents receive a prospectus on the group with relevant documents. There is a parent notice board which is kept up to date has a good selection of information including the current topic and learning areas it will cover. New parents to the group are invited to an open evening where staff share information about the Early Learning Goals and Birth to three matters. There are formal and informal systems in place for staff and parents to share children's individual progress and development. Parents provide details of their child's abilities prior to starting enabling staff to assess the needs and provide continuity of care for the children.

Organisation

The organisation is good.

Children benefit from good levels of supervision as the staff group is made up of experienced and qualified staff that form a strong team and work well together. Good use is made of the space to provide a safe and stimulating environment for the children. Staff plan the sessions well so there is time for children to receive individual attention and have sufficient opportunity to enjoy the activities available. However the management and timing of snack time means children are kept waiting and there are missed opportunities to extend the children's learning. For example children independence is limited as tables are laid and snack is prepared in advance.

Leadership and management of the setting are good. There are effective recruitment procedures in place and new staff have a relevant induction. Staff are encouraged to obtain relevant qualification and to keep up dated with current child care practices. This enables staff to continually improve the quality of teaching; this is reflected in the range and balance of activities available to the children. Regular staff meetings are held where the team contribute to planning of activities and how the learning outcomes will be achieved.

All relevant documentation is in place, and records are stored securely to help maintain confidentiality. This contributes to the safety and well being of the children.

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 complaint 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):

- improve the organisation of snack times to offer more challenge to older 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):

- extend children's awareness and recognition of numerals in day to day activities

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