



Betts Park

Inspection report for early years provision

Unique Reference Number	EY310181
Inspection date	20 July 2006
Inspector	Angela Ramsey
Setting Address	Croydon Road, London, SE20 7AE
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Registered person	1st for Children Limited
Type of inspection	Integrated
Type of care	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.

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?

Betts Park Pre-School has been registered since August 2005. The pre-school is registered for 32 children aged two to under five years and operates from a pavilion in Betts park. The premises consists of a main play area, children's and adults toilets and an office. Sections of the park are used for outdoor play when convenient.

The pre-school operates from 09:15 - 15:00, Monday to Friday, during school term times. There are currently 46 children on roll all of whom receive educational funding. There are five members of staff employed at the pre-school all have an early years qualification or are working towards a child care qualification.

The pre-school supports children with learning difficulties/ disabilities and children who speak English as an additional language.

The pre-school receive support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

There are effective procedures in place to prevent the risk of cross-infection. Members of staff follow healthy and hygiene procedures for example, prior to preparing snacks staff wash their hands. Children learn the importance of good personal hygiene through daily routines such as hand washing before and after eating meals and snacks, after using the toilet and before taking part in cooking activities.

The children are protected from infectious illness through an effective sick child policy. If a child becomes ill whilst at the pre school appropriate measures are taken such as taking the child's temperature, contacting the child's parents and keeping the child comfortable until parents' arrive. Parental permission is obtained to seek emergency advice or treatment should the need arise which ensures parents wishes are known and followed.

Clear and accurate records are kept, for example about any medication that has been administered. This ensures the children's health needs are met and information can be effectively shared with the parents. Members of staff are trained in first aid, ensuring accidents are dealt with appropriately.

Children's emotional wellbeing is nurtured due to the way in which staff are able to interact in a gentle, supportive manner and the children go to them for cuddles and reassurance. Staff members know the children well and thus build trusting relationships with them.

Parents provide a packed lunch for their children. Members of staff ensure that the children's lunches are appropriately stored. Snacks are provided by the nursery staff, the children are offered fresh fruit. This contributes to children learning about a healthy lifestyle. Water, milk or juice is offered. Although the children do not pour their own drinks at meal a snack times. They are able to help themselves to a drink of water throughout the session, which helps children to meet their own physical needs and fosters their independence.

Outside physical play is not a regular feature, however at times staff are able to take the children out to play in the local park or on walks to the nearby pond. When playing outside the children are able develop their gross motor skills, recently the pre school organised a sports day where the children were able to take part in an egg and spoon race which aids children's balancing skills, the children are also able to crawl through play tunnels, ride on wheeled toys and practise their ball skills. Taking part in these activities contribute to children's physical development and their attitude to exercise as part of a healthy lifestyle.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The children are cared for in a clean and well maintained environment. The main play area is well organised which means the children can move around safely to independently access available resources from tables and units. The children's play resources are age appropriate and in good condition, so that the children can play safely.

Children practise fire drills each term this enables them to become familiar with the procedures, so they learn how to leave the premises quickly and safely. Positive steps have been taken to promote the security of the children. For example, there is a CCTV system in place to prevent entry by unauthorised persons, fire extinguishers are in place and inspected annually and visitors are signed in and out. Therefore, staff are aware of who is on the premises at all times.

Staff supervise children well whilst they are taking part in activities. Staff keep children safe through clear safety rules and reinforcement from staff, such as reminding children not to run whilst inside. However written risk assessments are not in place. This restricts the staff's ability to ensure children's safety when at the pre school and particularly when on outings.

There are effective policies and procedures in place, which work well in practise to keep the children safe. For instance, accidents, incidents and administered medication are recorded appropriately. The staff recognise their responsibility towards the children in their care. Children's welfare is protected and safeguarded because staff have a suitable knowledge and understanding of child protection issues and how to implement local procedures. They understand the procedures they must follow if they are concerned about the welfare of a child.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and confident and settle into the routine well on arrival to the pre school. They make their own choices about their play and are interested in the activities available. Staff know the children well and talk to them about their family and what they have been doing at home. The children approach staff for assistance and reassurance which the staff provide. This interaction, and the implementation of a successful key worker system, helps to secure relationships between children and staff developing a strong sense of trust.

The staff team understand how young children learn and provide a varied programme. Younger children develop very good communication skills as they contribute to group discussions and become competent learners, for example they self-select activities such as puzzles which helps to increase their manipulative skills.

Children under three benefit because staff plan appropriate activities. They observe and monitor children's individual development and use this knowledge to plan their next steps for development, helping them to acquire new skills and knowledge through play.

Nursery Education

The quality of teaching and learning is satisfactory. Activities are planned around the six areas of learning. The plans are themed with topics such as 'ourselves', 'journey's' and 'holidays', which helps children to gain knowledge and understanding of the world around them. Children have access to a range of activities and some resources, although resources are not always fully sufficient to extend children's learning. For example, in the home corner role play resources are available, however, writing materials to enhance this provision were missing. Regular observations of the children enables staff to monitor and track children's progress. This ensures that each child's individual stage of learning and development is known and planned for.

Children make satisfactory progress in all areas of learning. They are beginning to show some levels of independence when they help themselves to drinks of water. However, children are not given the opportunity to pour their own drinks at snack and lunch times.

Children's speaking and listening skills are developing well. They confidently make valuable contributions to group discussions and happily listen to one another's experiences as they recall activities they have participated in. For example, during group time a child brought in some green beans that she has grown from seeds. The child informed the group of how the seeds were planted, watered and how the seeds grew into green beans. The children are polite and behave well, because of the good example set by the staff.

Children have some opportunities to practise their writing skills, there are examples displayed of children's writing. Some children confidently recognise their names correctly and point these out on their individual name cards. Younger children are helped to recognise their names as staff have included a picture as well as the child's name on their name card.

Children enjoy opportunities to express their imagination through role-play, looking at books and playing musical instruments. They pretend to make meals and cups of tea for each other and the inspector. The game then evolves into a picnic. A blanket is spread out on the carpet and a group of children and a member of staff sit and enjoy their picnic.

Staff provide some opportunities for children to experience mathematical skills, whilst playing with the play dough children are able to use comparisons such as biggest and smallest as they compare the amounts of play dough each child has. As a group children are encouraged to count in unison, for example when counting the numbers of children present. However, opportunities for children to recognise numbers in the environment and practical situations are limited as few numbers are displayed.

Worthwhile activities are provided which enable children to practise and consolidate their manipulative skills. They handle tools such as scissors, pencils, paint brushes, rolling pins and cutters with increasing control when playing with play dough and being creative. However, the children's creativity is not fully enhanced due to a lack of free access to craft materials. This means children are not fully developing their design skills.

Children have no opportunities to make use of information technology as they do not have access to a computer or other types of programmable toys whilst at the pre school. This means children are not able to learn basic skills in technology as the setting does not provide any materials to promote this.

The children behave well because the staff are good role models, who guide by example and set high expectations for how children should behave. The children are polite, cooperative and well mannered towards the staff and each other.

Parents and children are encouraged to bring items of interest they have bought back from holidays and places of interest. This is a good idea as items on show include globe, drums and other artefacts, however, the unit on which these items are displayed is too high for the children to view.

Staff are warm and affectionate towards the children, they have some understanding of the Foundation Stage demonstrated by the activities and experiences that are provided for children. Deployment of staff is satisfactory to ensure children work in small groups. Children's language is encouraged well by the interaction that takes place whilst the children are taking part in activities. For instance staff ask the children open ended questions to encourage children's conversation.

Helping children make a positive contribution

The provision is good.

Children build good relationships with staff and are happy and secure in the pre-school. Children's self esteem and confidence is supported through the positive, gentle and friendly interaction of the staff. The staff are aware of each child's level of understanding and individual need. The children are aware of the routine of the session and readily help to tidy up. They also confidently talk to staff and each other about their home life. Children behave well, due to the realistic boundaries that are in place, children begin to learn the difference between right and wrong and what behaviours are expected of them. Children are also praised for their positive behaviour.

Children and staff celebrate a variety of cultural festivals, which helps children to become aware of other cultures within their community. There are good systems in place to identify and support children with learning difficulties and or disabilities. A member of staff has received training in this area and secured excellent links with outside agencies. Parents are well supported and kept informed. This positive approach fosters children's spiritual, moral, social and cultural development.

The partnership with parents and carers is good. Children benefit from the positive partnership staff have developed with parents. This in turn helps children to begin to trust the staff and has a positive impact on their development and learning. Good settling in procedures which are flexible ensure children settle well into the pre-school. Parents are fully informed about the pre-school through regular newsletters and the information displayed on the notice board. The effective implementation of a key worker system ensures parents receive ongoing written and verbal feedback about their child's progress toward the early learning goals.

Organisation

The organisation is satisfactory.

Space is adequately organised and there is a suitable range of resources which meet the needs of the children attending. Comprehensive details are kept of all staff, including confirmation that staff have been appropriately checked; this promotes children's well-being. All the staff are suitably qualified. They have all taken part in an induction programme. This helps to ensure they have a full understanding of their roles and responsibilities towards the children.

Leadership and management of the nursery education are satisfactory. Through regular meetings and staff appraisals individual training needs of the staff are identified. Staff have a sound understanding of the Curriculum Guidance for the Foundation Stage and are steadily applying this in practice to support children's development.

There is a complaints' policy, which informs parents of the procedure to follow if they have concerns about the provision, however, this policy does not include the regulators new contact details. Although children's attendance is kept, the attendance register does not record the children's time of arrival or departure.

Records, policies and procedures are available which contribute to the smooth running of the pre-school and promotes the welfare, care and learning of the children. However, a procedure to be followed in the event of a child being lost has not been devised.

The environment is welcoming to parents and children. It is clean, well-maintained and suitable for its purpose ensuring that children's physical care needs and developmental needs are met. 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.

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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 a written policy is devised explaining the procedure to be followed in the event of a child becoming lost.
- ensure risk assessments are devised and implemented to identify and reduce risks and hazards on the premises both inside, outdoors and the arrangements to keep children safe whilst on outings
- ensure complaints procedure include the current details of the regulator
- ensure children's arrival and departure times are recorded in the attendance register.

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 sure opportunities for exercise and large physical play are provided regularly and consistently.
- develop opportunities for children to use and find out about information technology and to recognise and use numbers in practical situations.
- provide children with access to a variety of craft materials
- ensure displays are able to be seen by the children

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