



Capel-le-Ferne Pre-School

Inspection report for early years provision

Unique Reference Number	EY306428
Inspection date	30 November 2006
Inspector	Margaret, Ann Sandfield
Setting Address	Capel Village Hall, Lancaster Avenue, Capel-le-Ferne, Folkestone, Kent, CT18 7LX
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Registered person	Alison Cloake
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?

Capel-le-Ferne Pre-school is a privately owned group. It opened in 2005 and operates from three rooms in the village hall. It is situated in the centre of the village. A maximum of 30 children may attend the pre-school at any one time. The pre-school is open each weekday from 09:00 to 12:30. All children share access to an outdoor play area.

There are currently 19 children aged from two to five years on roll. Of these nine children receive funding for nursery education. The pre-school currently supports a number of children with additional needs.

The nursery employs five staff. Three staff hold appropriate early years qualifications and one member of staff is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children enjoy a range of activities and follow effective routines, which contribute to their good health. They have regular breaks timetabled into their routine. Children have opportunities to help themselves to drinks of water from water stored in a container on a table. After they have finished their drink, they place the mug into a bucket to prevent other children using it and spreading infections. This practice enables all children to safely have a drink whenever they feel thirsty. At snack time children help themselves to a variety of food from a buffet of fairly healthy options. They can have a second helping should they still be hungry. On Tuesdays they make their own choice of snack foods, which they buy from the farmers market held in the main hall. They are encouraged to try different savoury foods when the stall holders offer them little tasters. Children talk about their likes and dislikes. One child eagerly said he likes olives, whilst another said he didn't like garlic. They have choices of milk or water at snack time, which they pour themselves.

Sound routines help reduce the risk of cross-contamination and help children remain healthy. Children learn the importance of good hygiene and personal care. They wash their hands before snack times and after using the toilet. They also wash their hands after they have played outside. These practices support their good health well.

Each day children are offered a variety of energetic physical activities indoors and outdoors. Children enthusiastically and excitedly play with a wide range of outdoor resources. They do this either in the adjacent play park or in a cordoned off area running alongside the hall. This helps children of all ages to develop control of their bodies and learn how exercise has a positive effect on their health. Staff talk to children about the effects of the weather and playing outdoors. Children respond by saying, 'we must wear our coats to go outside'.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

All children are cared for in the main hall and side room four days a week and a smaller hall on a Tuesday. On Tuesdays there is a farmers market in the main hall. There is a secure and safe entrance system via the vestibule on four days a week. However, on Tuesdays they follow different practices and lock the door from the small hall to the vestibule. This routine prevents stall holders or people visiting the farmers market gaining access to the children. They use the disabled toilet only on Tuesdays with staff supervision as members of the public use the other facilities.

The premises are warm, welcoming and well ventilated. There is some natural light in the main hall from high windows and plenty of natural light in the smaller hall. Children move around freely and safely as staff complete thorough written risk assessments before each session. Children self-select activities from a suitable range of equipment and resources. These meet safety standards as they are checked regularly as part of the daily risk assessment. These effective routines provide children with a very safe environment in which to relax and play

confidently, independently and safely. The outdoor adjacent play park is inviting for children. This entices them to run around and enjoy more vigorous play. They sometimes use a small grassed area adjacent to the hall. Staff cordon off this area to keep children safe. The staff monitor and supervise children sufficiently to prevent any incidents/accidents.

The provider has all the required procedures and documents in place to ensure children's welfare is being safeguarded and promoted. Most staff employed to work with children hold a current first aid certificate. The staff follow sound procedures to ensure all children are kept safe when being delivered or collected from the setting. Parents are encouraged to wait in the vestibule until their child is personally handed over to them. The records of information on individual children include a record of the names of persons who can collect that child. Anyone not familiar to the pre-school staff are invited into the hall to have their credentials checked. This ensures children are handed over to only authorised persons. They have a concise lost child procedure. Staff are asked to be extra vigilant when new children are attending. Staff and children regularly practise the fire drills both from the main hall and the smaller hall. Staff have a good working knowledge and understanding of how to deal with any child protection issues.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children of all ages appear settled and confident. They are supported by the staff who know them very well. As a consequence staff are able to build on what children themselves know and can do. They are particularly skilled at planning activities and resources to meet the needs of the children currently attending. They monitor activities and observe children to see what activities most interest them. These observations influence the following weeks planning, as they incorporate the particular likes and needs of individual children into the plans. Toys and resources are easily accessible for children to self-select the activities of their choice. Children happily play by themselves, in small groups or all together in group games. Children help themselves from a range of good quality well maintained resources. These are either set up around the room or stored in containers. Sessions are organised so that children experience mainly free play, both indoors and outdoors. High ratio of staff provide lots of time and opportunities to interact and play with the children. Staff encourage their development and learning entering into their game and following their lead.

Nursery Education

The quality of teaching and learning is satisfactory. It meets the needs of all the children currently attending. It impacts positively on the way children respond, learn and progress. Staff have a sound understanding of the Foundation Stage and their roles and responsibilities. Staff plan well to cover the contents of the early learning goals. They focus on particular concepts that are holding the children's interests. They are currently particularly interested in the weather. They talk about the wind blowing and leaves falling off the trees. Staff are effectively delivering these sessions to build on what children already know. It is clearly linked to the assessments of children in order for staff to consistently enable their progress. Staff are clear about what is expected of them and work well as a team. Staff plan the curriculum to promote progress towards the early learning goals and inclusion of all children. Staff use their knowledge well to

present children with new experiences to suitably challenge them. Staff provide routine plans, labelled art and craft displays and information on the early learning goals for parents.

Children are involved in well organised free choice sessions, with opportunities to fully focus on an activity for as long as they wish. As a result children are able to gain the most from the resource or activity. These free play sessions allow children to be in control of their own learning, initiate their own play and explore and discover things for themselves. Children take an interest in a tape recorder. They pull their chairs up round the table it is on. With additional support and encouragement they activated the tape recorder. They listen intently to the music; before they went on to sing songs and action rhymes enthusiastically.

Careful thought is given to the organisation of the role play resources. Children can play in the home corner with the dolls and cooking equipment, the hairdressers shop or in the office area. This entices children to play in these areas and use their imaginations well. Children enjoy a variety of opportunities for different types of art and craft work, which contribute to their creativity. They recently experienced an exciting Divali topic week, covering many aspects of how Sikhs and Hindus celebrate and enjoy this festivity. Children are pictured dressing up in traditional Indian costumes, baking coconut cookies, creating sand pictures and listening and dancing to Indian music. This is supported by the provision of a range of multi-cultural resources. Consequently children's imaginations are being appropriately stimulated.

Activities relating to mathematical development are less evident in some sessions. Staff missed several opportunities to encourage children to count during practical routines or use number words or explore mathematical concepts. Children are given some opportunities to reinforce their mathematical skills and mathematical language when one child is encouraged to count different coloured beakers. They are also encouraged to count objects in story books. The staff encouraged the children more when there was a smaller group session in the smaller hall. This was mainly when the older children were present.

Children receive encouragement to develop an enjoyment of books and develop reading skills. Several times during the session children independently select books and look through them with interest. Staff would join them and happily read the stories to them. Children joined in correctly guessing what happens next. There are books displayed encouraging children to look at books for information. Children and staff were happily looking through a children's cookery book, discussing the pictures and processes. There are many opportunities for children to begin to recognise words and instructions on laminated picture cards. However, there are few opportunities for children to recognise their own names.

Staff help the children to develop their communication and language skills well. During snack times children are encouraged to recall and talk about events in their own lives and those of their families. Staff ask children open-ended questions throughout the session. They encourage children to think for themselves, make decisions with confidence and use their imagination well. Children receive lots of praise and encouragement throughout the morning, building on their confidence and self-esteem and giving them a feeling of self-worth.

Helping children make a positive contribution

The provision is satisfactory.

Partnership with parents is good. Policies and procedures are available for parents, which keep them well informed about the service provided. They are clear, comprehensive and informative and include their children's activities and routines. They are displayed so parents can see how their children's needs are planned for and how they are being met. Communication between staff and parents is very relaxed friendly and informative. The manager encourages the parents to visit with their children and share personal information on their child prior to them attending. As a result, children settle easily. Children's needs are met well through on-going discussion and personal details held at the setting. This contributes to children's continuity of care. An inviting 'welcome brochure' for new parents informs them of how their child will be cared for in the setting and also gives them information on the Foundation Stage. They are particularly proactive in involving parents or adults in the village in topic activities.

Children are given opportunities to celebrate a range of festivals. This would help make all families feel welcome and ensure children's positive attitudes towards others are further established in these early years. There is a range of resources, which reflect positive images of culture, ethnicity and gender. All children are valued and respected as individuals. Overall children learn about equality and justice through their play.

Children behave well. They show care and concern for each other, sharing and taking turns. For example, two children shared carrying snack food from the market in a paper bag. One of the children was concerned that it was too heavy for the other child to carry. They chat happily and confidently during activities and are comfortable in the presence of less familiar adults. Children are developing good self-esteem through opportunities to voice their opinions, take decisions and make choices. They are given lots of praise and encouragement. Children are given consistent messages by staff and reminders about what is expected of them. When children forget staff give them clues to help them remember. Staff are generally good role models. Children and staff join together to tidy up and put away the toys and resources. Children and adults have warm relationships. The atmosphere remains calm and provides children with an ideal learning environment. Spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is satisfactory.

Leadership and management are satisfactory. Children's care and learning is enhanced by the more focussed organisation of the environment and resources. The setting is committed to improving the care and education for all its children and knows what most needs improving. This results in all children receiving effective care and education. Children are making steady progress towards the early learning goals. Staff regularly monitor how well the children are making progress and this information is shared with parents. The setting does assess its own teaching skills strength and weaknesses. There is a section in the planning for critically analysing how well the activity and methods meets children's needs. They colour code activities to highlight those that are planned as particular children enjoy that activity. They highlight those that are being newly introduced and those that require additional staff support. They demonstrate how they would plan and provide for the inclusion of children with special educational needs and

for children from diverse ethnic backgrounds. They have a clear vision on how they want the setting to run. They are aware of the equipment and resources required to improve the standard of care and education the children are receiving.

The leader and deputy are qualified and experienced. They strive to keep abreast of current childcare practice. The registered person ensures that the required adult to child ratios is consistently met. They support children's needs effectively and safeguard their well-being. They follow robust recruitment procedures to ensure people working with children are thoroughly vetted. They delegate duties, for example, they have appointed a special educational needs co-ordinator. The supervisor and deputy share behaviour management responsibility.

Comprehensive policies and procedures are available and contain relevant information and contact details. These impacts positively on the quality of care children receive, because adults working with the children know what is expected of them. Staff work well together as a team. The registration certificate is displayed in a way that makes it easy for parents to see. The setting meets the needs of the range of children for whom it provides. Consequently, children's health, enjoyment and achievement are being adequately met.

Improvements since the last inspection

At the previous care and nursery education inspection they were se three recommendations. They have improved the way the setting is organised. The sessions are much more child focussed. As a result, children behave well. They follow improved nappy changing routines. Under the leaderships of the supervisor, she and her staff have undertaken additional training and re-organised how the sessions are run. Leadership and management skills ensure staff are effectively deployed.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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 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 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):

- access training to enable staff to further enhance the quality of the service they provide for 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):

- increase name recognition activities and routines to support children's awareness of self
- ensure children have good opportunities to practice mathematical problem solving and practise counting on a regular basis

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