



Young Foundation Pre-school

Inspection report for early years provision

Unique Reference Number	115384
Inspection date	23 November 2006
Inspector	Sarer Marcia Tarling
Setting Address	Yarnton Way, Erith, Kent, DA18 4DR
Telephone number	020-8312-4700
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Registered person	The Committee of Emmanuel Baptist Church
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 outstanding.

WHAT SORT OF SETTING IS IT?

Young Foundations Pre-school opened in 1998 and operates from Emmanuel Baptist Church, South Thamesmead. The setting is supported by a steering committee, which includes representatives from Emmanuel Church, parents and members of the local community.

The pre-school has use of the main hall and a second smaller adjoining room. All accommodation is on the ground floor. There is a fully enclosed outside play area.

The pre-school is well established in the community and serves families from the surrounding residential area. The pre-school is open Monday to Friday from 9:30 a.m. to 12:30 a.m., term time only.

There are currently 34 children on roll. There are 12 funded 3-year-olds and 22 funded 4-year-olds. The setting receives support from an Early Years Advisory Teacher and the Bexley Early Years Development and Childcare Partnership. The pre-school provides support for a number of children for whom English is an additional language and children with learning difficulties.

The staff team comprises of a co-ordinator and deputy manager, both of whom hold a recognised childcare qualification. In addition four members of staff work with the children, three of whom hold a childcare qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from the regular opportunities to be physically active. Outdoor play is very well planned to support topic work and incorporates all areas of learning. Children take part in spontaneous vigorous play as they enjoy to run, jump on the trampoline, climb and scramble through tunnels. They are learning to use wheeled toys and to catch balls and beanbags with growing control. Children enthusiastically explore the outdoor environment which offers them opportunities to dig and plant. For example, children have grown a 'herb' garden and watched as their bean and tomato plants grow and enjoyed eating the fruits as part of their snack. Children greatly enjoy taking part in music and movement sessions and are beginning to think about how exercise affects their bodies. For example, children became hot and could feel their hearts beating faster as they danced. Fine motor skills are developed through threading and cutting activities, from fixing together small construction equipment and from using a variety of tools with the dough. Children are able to rest and relax in the book area and as a result, children's physical well-being is fully promoted.

Children are offered healthy snacks and further develop an awareness of their physical needs as they are able to help themselves, when they are hungry or thirsty, to fresh fruit and drink water or milk during the session. Children pour their own drinks and have some opportunities to participate in the preparation of snacks. Children learn about the benefits of eating healthily through planned topic work and cooking activities for example, children recently enjoyed making toast, snowflake biscuits and winter vegetable soup.

Children are learning the importance of personal hygiene through established routines such as; washing their hands before eating, after messy activities and after using the toilet. Staff talk to children about why hand washing is important and children told me that they "wash to get rid of dirt and germs". Due to the location of the toilets all children are accompanied by an adult, however staff encourage children to be independent in their toileting and a child-size toilet seat and steps are provided. The dental hygiene service recently visited the group and has helped raise children's interest in personal hygiene.

Children are protected from cross infection and their welfare is promoted as staff follow clear hygiene routines. For example, they use disposable gloves and provide clean clothes if children accidentally wet themselves. There are good arrangements in place to exclude children with

infectious illnesses and to care for children who may become unwell during the session. In the event of medication being required, permission is sought and a record is maintained. Children's welfare, in the event of an accident or emergency, is promoted as all staff are on a rolling programme to update their first aid training. There are two appropriately stocked first aid boxes, one of which is taken on outings. An accident record is maintained and a copy given to parents.

Children's emotional well-being is supported as they freely go to staff for a cuddle or reassurance. Children begin to form positive relationships outside the family home. As a result, they show confidence and a sense of belonging.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Staff work hard to create a stimulating and extremely welcoming environment. Staff greet children and parents with a smile and a chat, creating an inviting environment. Children separate from their parents positively showing that they are confident and secure in the setting. Information for parents, educational posters and topic work are displayed. Examples of children's craft work and photos show the activities and experiences children are involved in. Children are developing a sense of space as equipment and activities are organised to enable children to negotiate and avoid obstacles safely. Planned play and learning activities are set out before children arrive, along with resources which are safely stored at the children's level, enabling children to freely and independently choose what to play with. This helps encourage decision making skills. Children use the toys safely and they are learning to take responsibility for tidying up after they have finished playing. Children clearly understand about safety rules. For example they know to sweep up spilt sand and water in case someone slips over. This encourages the children to take some responsibility for their own safety and the safety of their peers.

Children benefit from good security on the premises. Staff are vigilant at all times, supervising the children indoors and outdoors effectively. The entrance is locked after all children have arrived and only answered by a member of staff who checks the identity of visitors and ensures they sign a visitors record. This enables staff to monitor unvetted adults on the premises. Clear procedures ensure children only leave the premises with a suitable adult. All staff are familiar with the health and safety policy and the daily risk assessments minimise accidental injury and enable any identified risks or hazards to be dealt with promptly. Toys, equipment and furniture are of good quality and staff are vigilant in ensuring they are safe and suitable to promote children's safety. Regular fire drills help children become familiar with the procedures so they learn how to leave the premises quickly and safely.

Activities help children stay safe when out and about for example, children made arm bands with reflective material in order that they may be seen at night. Staff talk to children and practice road safety skills when on outings. Children are safeguarded and protected as staff demonstrate a good understanding of the possible signs and symptoms of abuse. They are confident of the procedures to follow if they have concerns about a child and there is a system in place to refer any concerns about child protection to the appropriate agencies. However, there is currently no written procedure to follow in the event of an allegation being made against a member of staff.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Staff demonstrate a very good understanding of the developmental needs of children. They plan an exciting and stimulating wide range of activities, based on themes, which incorporate aspects of the 'Birth to three matters' framework. Resources are set out before children arrive who then spend the majority of their time eagerly initiating play opportunities and showing curiosity when exploring the range of resources and activities. For example, pretend play in the role play area, digging in wet sand, exploring the properties of corn flour and water, painting at an easel, completing floor puzzles. Children are able to select additional resources from low level storage units which enable them to extend their play and to make choices and learn from doing, rather than being told what to do.

Children are thriving and benefit from the way that the session is planned. They play well both on their own and in small groups and spend the majority of their time freely exploring the different activities. Children are also encouraged to participate in certain focus activities, 'show and tell' sessions, group story and circle times. Staff respond very well to children's needs by encouraging them to become involved in their chosen play. They do so with skill and consideration for children's individual needs and stage of development. Activities include sufficiently detailed differentiation for the older or more able children, resulting in children's interest and enthusiasm being sustained. Staff interact extremely well with the children and ask open ended questions to challenge and extend their learning.

Nursery Education:

The quality of teaching and learning is outstanding. Staff have a secure knowledge of the Foundation Stage curriculum. They have attended relevant training and continue to develop their knowledge of the stepping stones and early learning goals and strive to put these into practice. Children develop a positive attitude towards learning because staff are enthusiastic in their work; using praise and encouragement and building children's confidence and self-esteem successfully by discussing and acknowledging the contributions of all the children.

There are a wide range of resources set out, in defined zones, covering the six areas of learning. The aim is largely on child initiated activities and learning. However, staff plan 'focus' activities with clear learning intentions and make observations of children's play and learning, particularly at 'focus' activities, throughout the week. These are used to identify progress in line with stepping stones in the early years Foundation Stage curriculum and to plan the next steps in a child's learning. All children benefit as they have a key worker to help them settle and plan for their individual needs.

Observations show that children are clearly making progress in relation to the stepping stones. They show good progress in their personal, social and emotional development. Friendships are forming, children play in small groups and relate well to each other, engaging in play and conversation. They show independence in choosing what they would like to play with. Children are developing self help skills for example, during role play they dress themselves in coats, scarves and gloves as part of the theme on 'winter clothes' and as they help do up their own coats to go outside to play. Children show an understanding of the needs and feelings of others,

for instance, when a child is hurt other children crowd round and tell staff what happened. Children are extremely well behaved. They are familiar with the rules and are able to take turns and share. Staff offer clear instructions and good support for example, to enable children to participate in board games.

Children greatly enjoy listening to stories individually and in small groups. They are able to join in and anticipate what is going to happen next. For example, whilst reading 'Whatever Next' children eagerly made the sound effects. Staff use stories to explain and discuss topic work for example, after listening to 'Little Polar Bear' children discussed the topic of 'winter'. Parents are encouraged to become involved with their children's reading as there is a home library scheme at the pre-school. Children have opportunities to speak in small groups, be encouraged to think, recall or predict. For example, children described a wedding they recently went to and spoke of a planned trip to the woods. Children are confident in using their spoken language, asking questions to develop their understanding. Many children are able to recognise their name from their coat peg and label on their drinking cup. There are lots of opportunities for mark making, to attempt writing for a purpose and form recognisable letters. For example, menus in the role play area, when labelling own work and at the 'writing table'. Some children are able to write all of their letters and their own name. Some displays and notices are written in the home language of children attending, for example, Chinese, African and French. Children have written their own explanations on their work and labels for displays in the room. Staff are introducing letter sounds to children, encouraging them to find other words that begin with a chosen letter or words relating to a topic.

Children are eagerly developing their understanding of numbers through the use of equipment to support early counting and number recognition. They are using simple mathematical language and records show they have a knowledge of time, space, shapes and measure, for example, by filling and emptying in the water tray. Their understanding of simple addition, subtraction and weight is promoted during practical activities, such as encouraging them to add 'one more' or 'one less' when counting buttons, they are encouraged to routinely count forwards and backwards. Children are developing their use of appropriate language, for example, when playing with construction they know one side is "taller" and "higher" and the other "shorter" and "lower". Children are competent at designing and making models for example, one child was able to follow diagram instructions to build a complex helicopter with 'mobilo' construction.

Children are able to choose from a wide range of man-made, natural and recycled resources and materials to produce collage and craft work. They can select appropriate tools and resources independently from a storage unit. They have frequent opportunities to explore their own creative potential, for example, through modelling with clay and dough, painting using their fingers, toothbrushes, mixing colours on the easel and drawing. Children use the role-play area to dress up and play imaginatively based on their own experiences. For example, children play at serving food at a restaurant. Children have opportunities to use musical instruments and enjoy singing familiar songs.

Children's knowledge and understanding of the world is extremely well promoted as children have access to a wide range of resources to encourage them to explore and investigate. Such resources include water, sand, magnifying glasses and magnets. Children have opportunities to use tape recorders, calculators and 'leap frog pad' electronic games. The computer introduces

children to technology and they have good control with the mouse and are able to follow on screen instructions without the support of an adult. Children are taken out as part of the regular routine and visitors are welcomed into the pre-school. Children take photos and these are displayed allowing children to talk about activities and events and to remember past experiences. For example, when they made a Chinese dragon and danced around the hall, when they explored in the woods and when they visited Lego Land. Children gain an understanding of the wider world as they have opportunities to find out about a number of different festivals throughout the year. Children have access to a range of resources such as small world people, dressing up clothes, dolls, dual-language books, posters, play foods and utensils from different cultures which help them to learn about diversity. A group of children enjoyed hunting for snails in the garden, they found a ladybird and looked under a log for slugs, worms and other insects with fascination. Children learn how to be kind and care for the pre-school fish as they take turns on a rota to feed it.

Children are offered a good range of resources to develop their physical skills. Children show great dexterity as they are able to use a range of tools and equipment, such as scissors, pens, paintbrushes, rollers, cutters, with growing skill and confidence and this helps to develop their fine motor and co-ordination abilities. Children enthusiastically participate in dance, music and movement sessions which encourage awareness of space. For example they listen to 'wintry' music and spin like the wind and rain while holding pieces of material. Staff help children to practise throwing and catching skills which supports their physical development. Outdoor play is very well planned and children are able to explore the full curriculum outdoors, throughout the whole year, as it is partially covered.

Helping children make a positive contribution

The provision is good.

The setting fosters children's spiritual, moral, social and cultural development. Children behave very well and are able to remind each other of the rules. For example, one child told another, "You must sit down when you are eating." and another child said "Wait your turn. When I've finished you may have a go." Children's self-esteem is fostered as staff routinely praise them and recognise their achievements. Children are encouraged to talk about their experiences such as what they did with their family at the weekend. Children show caring attitudes towards others in the group if they are unhappy, they relate well with others, and positive relationships are forming. Children's social skills are developing because staff encourage them to have good manners, for example, they remind them to say "please" and "thank you". If a minor squabble over a toy does occur children are encouraged to apologise and helped to understand what they have done wrong. Parents are kept informed if staff have any concerns about a child's behaviour.

The pre-school has an inclusive approach and children with learning difficulties and/or disabilities are welcomed.

The special needs co-ordinator (SENCO), is familiar with the Special Educational Needs Code of Practice and the procedures for accessing external assessments and support for children as necessary. Staff make observations of children's development and any concerns identified are sensitively shared with parents. This helps to ensure children with a learning difficulty or a

disability are welcomed into the setting and appropriate systems put into place to support them.

The pre-school has a diverse cultural mix of children and staff and as a result children are developing a good awareness of others and their beliefs. Children, parents and staff are encouraged to contribute by sharing their home and cultural experiences. For example, a group of parents provided African food dishes for all of the children to taste. Children have many opportunities to go on outings to places of interest in the community as part of themed topic work. Staff regularly set up a selection of displays and interest tables which help children find out about how other people live. For example by learning about a festival or celebration from another culture. Dual language books, posters, puzzles and role play equipment depicting positive images are available throughout the pre-school.

Children benefit because partnership with parents is outstanding. Parents say that staff are friendly and supportive toward them. Parents form part of the pre-school committee and regularly attend workshops, organised by Sure Start, on the premises. They are very satisfied and feel staff are skilled at providing play and learning opportunities for their children. Parents receive good quality information about the pre-school and copies of full policies & procedures are displayed on a notice board. Regular newsletters are sent home detailing events, outings and general policy reminders. Displays of children's craft work, information about learning intentions and focus activities let parents know how they can be involved in their child's learning at the pre-school and at home. Parents receive good quality information on the Foundation Stage curriculum. Children are given time to settle in before parents meet with staff to complete a record of progress and share information. This is used as the starting point to discuss their child's achievements, their individual needs and to help plan future learning. Parents have the opportunity to see their child's observations and records at any time and meet regularly with their child's key worker.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom it provides. Children are protected as the pre-school has rigorous procedures in place for the suitable recruitment and vetting of all staff and ensures that all new staff receive a full induction. Children are never left alone with un-vetted adults. All of the staff hold a recognised childcare qualification, or are working toward one. Ongoing training is actively encouraged, promoting staff's professional development and ensuring their on-going suitability. Children benefit as there is a system in place to ensure all staff receive training on the 'Birth to three matters' framework, and the Foundation Stage. As a result staff have a very good understanding of child development and how children learn through play.

The premises are well organised so children feel secure and comfortable. Staff follow clear rotas and routines to ensure children's health and safety. Staff work extremely well together and support each other as a whole team. Confidentiality is maintained as children's records are carefully stored. Documentation relating to the care, safety and welfare of children is generally well maintained and effective in keeping children safe and healthy. The pre-school has a generally well-written set of policies and procedures which provide clear information on all

areas of operation for staff and parents. Policies and procedures are in the process of being updated to ensure they comply with the National Standards and changes in regulations. Adult to child ratios are adhered to as the setting complies with their certificate of registration and the daily attendance record consolidates this. The registration certificate is displayed in line with regulations.

Leadership and Management is outstanding. All staff team demonstrate a very positive approach to providing excellent opportunities in order that children achieve. They continually strive to improve the quality of care and education for children by working closely with the Early Years Advisory Teacher. All staff contribute in the detailed observing of children, planning of the curriculum and to the monitoring and evaluation of the effectiveness of the nursery education programme. For example, all staff meet after each session to discuss and evaluate the session structure and all activities. They use observations of children's progress to plan their individual next steps in learning for the following session. This ensures all staff are aware of the intended learning outcome of each activity and are able to differentiate for the younger and older children.

Regular meetings are in place to ensure all staff are up-to-date with policies and procedures and share the same vision for the pre-school. Staff have clearly defined roles and responsibilities and are deployed effectively throughout the session to ensure that the children are safe and well supervised. Staff work together to include all the children and enable them to participate in the activities. Staff are aware of their role, who their line manager is and the responsibilities of the committee. The pre-school manager shows a strong commitment to develop the setting and to continue to make improvements.

Improvements since the last inspection

Following the last inspection the pre-school has developed their written risk assessment which helps to minimise hazards to children. Policies and procedures were updated and as part of a regular review, are currently in the process of being updated again.

Children benefit as the pre-school has developed their outside area and introduced written planning for outdoor play which covers all areas of learning.

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

The quality and standards of the nursery education are outstanding.

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 all policies, procedures and documentation are reviewed and updated in line with revisions to the National Standards.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk