



Weald Pre-School

Inspection report for early years provision

Unique Reference Number	127755
Inspection date	01 November 2006
Inspector	Joanne Wade Barnett
Setting Address	St Georges Church Hall, Church Road, Weald, Sevenoaks, Kent, TN14 6LT
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Registered person	Weald Pre School
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?

Weald Pre-School opened in 1967 and operates from two rooms in a church hall. It is situated in the village of Weald in Sevenoaks. A maximum of 26 children may attend the sessions at any one time. The pre-school is open each weekday from 09:00 to 12:00 during school term time. All children share access to a secure enclosed outdoor play area.

There are currently 38 children aged from two and a half to under five years on roll. Of these, 30 children receive funding for early education. Children come from the local area. The pre-school supports children with learning difficulties and children who speak English as an additional language.

There are eight members of staff employed in the group. Three of the staff, including the manager, hold appropriate early years qualifications. Two staff are working towards a qualification.

The group receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in an environment that is welcoming. Children begin to learn the importance of good hygiene through the daily routine, for example, before snack time and a gentle reminder to wash their hands after using the bathroom.

Children learn about healthy eating through projects and access to a variety of healthy food including fruit and vegetables at snack time. Children are able to access fresh drinking water freely during the session, helping them to learn the importance of keeping their bodies hydrated. Information relating to children's dietary requirements, preferences and allergies are collated. A sick child policy, clear accident procedures and staff's up-to-date first aid training means that they can act in the best interest of children in the event of a medical emergency or an accident.

Children receive good opportunities to participate in activities to promote their large muscle movements both indoors and outdoors, for example, riding bikes, ball games, climbing apparatus and music/movement activities. As a result, children develop a healthy attitude to exercise and they are beginning to learn about changes that occur in their bodies as they embark on vigorous physical play.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Systems to monitor the safe arrival and departure of children are effective because details of adults authorised to collect children are in place and high regard is placed on security within the premises. Procedures for monitoring safety within the setting are good because staff ensure the environment is checked daily for safety and risk assessments are completed. In addition, fire extinguishers are checked regularly and there is a fire blanket located in the kitchen. As a result, risks to children are identified and minimised promptly, contributing to children's welfare and safety. Restrictions within the accommodation mean children cannot freely access toys and resources independently, however, staff reorganise the hall and change the resources while children participate in circle time and snack time. As a result, children remain interested and stimulated throughout the session.

Procedures for recording accidents are good and ensure parents are informed promptly. Children's welfare is safeguarded and promoted appropriately because the supervisor takes lead responsibility for child protection, and all staff have a sound knowledge and understanding

of issues relating to child protection, including the policy relating to allegations made against staff.

Helping children achieve well and enjoy what they do

The provision is good.

The environment is carefully prepared and well organised, as a result, children settle quickly and are keen to embark on a broad range of exciting and interesting activities. Staff know the children well, they are caring, sensitive and nurturing in their approach. As a result, children are keen to try new ideas, and make effective use of the toys and resources. Children's confidence and self-esteem are enhanced because the staff praise and encourage them and show delight in their achievements. Children show kindness and consideration to others, they talk and respond with animation and laughter to the staff and their peers. Staff use skilful questioning techniques to engage the children and encourage them to talk and explore language.

The staff ensure planning is undertaken regularly, however, this does not yet incorporate the Birth to three matters framework. Careful consideration is given to ensuring children are able to access a broad and balanced range of activities which are suitable to their ages and stages of development.

Nursery Education

The quality of teaching and learning is good. Children are keen to begin activities and become animated as they engage with the staff and their peers. Children speak openly and confidently and they receive regular opportunities to sing rhymes and engage fully in exciting and interesting stories. Children receive regular opportunities to attempt writing for different purposes, develop language for thinking and extend their imagination through story telling. Children receive good opportunities to recognise their names as they self-register for snack time. A well labelled environment helps children learn that words have meaning and a book area contributes to children's enjoyment as they share books and listen attentively to stories. Many children count reliably up to 10 and beyond and receive good opportunities to develop all concepts of mathematics through purposeful activities. Opportunities for children to develop their skills in designing and making are not always actively promoted because the pre-school does not have a designated graphics area, where they can construct and build designs using different media. Opportunities for children to express and communicate ideas in role-play are good and enable children to extend their imagination and act out real experiences. For example, children enjoy taking on different roles in the home corner, for example, a policeman or fireman and by using the tape recorder to play music and dance.

Most staff have a sound knowledge and understanding of the Foundation Stage curriculum; this ensures children receive a full programme of good quality education. Children are consistently engaged in the learning process, helping them to make progress along the stepping-stones. Most staff are familiar with the learning intention of the activities provided, however, on occasions, activities are over directed. As a result, older, more able children are not always sufficiently challenged and their creativity is stifled. Opportunities to arouse children's thinking are promoted as staff use good questioning techniques that stimulate the children's interests and enables them to build on what they already know.

Helping children make a positive contribution

The provision is good.

Children arrive happy and settle quickly. The well-organised routine, carefully prepared environment and strong relationships with staff ensure the children have a clear understanding of the boundaries in which they are cared for. As a result, children's behaviour is good. Children's spiritual, moral, social and cultural development is fostered.

Children are valued and respected as individuals, treated with respect and encouraged to show kindness and respect to one another. Children are afforded opportunities to learn about differences in lifestyle, culture, belief, tradition and the wider world through the range of resources that reflect diversity in a positive way, this includes books, small world figures and a selection of posters around the hall.

Partnership with parents is good. Parents are greeted warmly by staff and overall they are very happy with the setting and the care provided. Parents know who to talk to about their child and most feel well informed of their children's progress through the informal verbal exchange of information. Parents of children in receipt of funding for nursery education also have access to their child's developmental records and individual play plans that are prepared using the Foundation Stage curriculum. Details of the group's policies and procedures are easily accessible to parents. In addition, newsletters and short notes keep parents informed of all relevant issues relating to the smooth running of the group.

The pre-school is not yet using the Birth to three matters framework to support the programme of activities for younger children. However, staff are starting to use observations on younger children in order to identify where the children are at in their learning, ready for when they turn three years and begin the implementation of the Foundation Stage curriculum.

Organisation

The organisation is good.

The provision meets the needs of the range of children for whom it provides. As a result, all children receive a balanced range of opportunities to meet their individual needs and they are afforded good opportunities to access a broad range of interesting and stimulating activities to develop and support their learning. Most staff members hold relevant qualifications in childcare and education, and they continue to access regular short courses to build on their skills and enhance their practice in the pre-school. There is a strong commitment amongst the staff team to continue to improve the quality of care provided within the group, this includes regular staff meetings and opportunities for all staff to reflect on practice, in order to instigate change and secure improvements. Policies, procedures and information provided for parents are in the process of being updated to ensure they reflect accurately the service offered and the ethos of the group. All mandatory documentation and parental consents are in place and completed correctly. The certificate of registration is displayed along with details of the group's public liability insurance; as a result, parents are easily able to confirm details of the pre-school's registration.

Leadership and management of the setting is good. The staff work well as a team and benefit from support and guidance of the experienced supervisor, as a result, all staff demonstrate a strong commitment to provide a service that is underpinned with quality and is conducive to the needs of the children. Systems for monitoring, reviewing and evaluating the effectiveness of the nursery education within the setting are good, and the supervisor and staff team have a sound understanding of the Foundation Stage curriculum. All staff contribute to the planning; as a result, children receive a broad and balanced range of learning opportunities to help move them on to their next steps in learning. The well-organised and carefully prepared environment helps children to receive good opportunities to build on what they know and learn new skills. All staff undertake observations and assessments on the children; as a result, systems for identifying what children need to learn next are good.

Improvements since the last inspection

At the last care inspection, two recommendations were made in order to improve the quality of care provided at the setting. Overall, the group have made good progress in addressing the issues identified at the last inspection of care. The group have updated the policy document and organised safeguarding children training and cascaded this information to all staff. Improvements have been made in providing resources to promote equality of opportunity and anti-discriminatory practice by providing posters, jigsaw puzzles and books.

At the last inspection of nursery education there were three key issues identified to promote the quality of education. Positive action has been taken to address these issues fully. This is reflected in the outcome of this inspection.

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

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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):

- continue to develop and implement appropriate systems of planning for children under three years by use of the Birth to three matters framework

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):

- review the balance of child initiated and adult directed activities to ensure that the older, more able children are sufficiently challenged in the activities they complete

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