



Five Wents Playgroup

Inspection report for early years provision

Unique Reference Number	EY335360
Inspection date	22 November 2006
Inspector	Vanessa Wood
Setting Address	Five Wents Memorial Hall, Swanley Lane, Swanley, Kent, BR8 7LD
Telephone number	07752304589
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Registered person	Gillian Aylwin
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 satisfactory.

WHAT SORT OF SETTING IS IT?

Five Wents Pre-School was registered in 2006. It has been operating from Five Wents Memorial Hall, Swanley under the same management since 1972. Children have use of a hall, side room and a small outdoor play area. The pre-school opens five days a week during term-time. Sessions are from 9:15 until 12:00. The pre-school is registered to provide care for 35 children aged from two years to under five years. There are currently 45 children on roll. This includes 21 children in receipt of funded nursery education. Children attend for a variety of sessions. The Pre-School supports children with special educational needs and children who speak English as an additional language.

Nine part-time staff work with the children. More than half the staff including the manager, have early years qualifications to NVQ level 2 or 3. One member of staff is currently working

towards a qualification. Staff have access to training courses and support services run by Kent Early Years.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean and tidy environment where they receive good levels of care. Staff follow clear health and safety policies and procedures to prevent the spread of infection. Children learn about the importance of personal hygiene and are able to independently take care of their personal needs. They have access to liquid soap and paper towels to prevent the spread of germs. Staff have a knowledge of first aid and are able to manage accidents appropriately. Children enjoy a variety of nutritious snacks such as fruit and cheese which helps to develop healthy eating habits. They help themselves to a drink of water, milk or orange juice from the jugs provided. Clear information is recorded to identify children's dietary requirements and staff are made aware of these. Children enjoy opportunities to experience physical activity every day in the large hall. They develop their gross motor skills through a variety of indoor activities such as the large climbing frame and slide, the large balancing steps and the parachute game. There is a small outdoor area which is used in the summer. Staff set out a variety of learning experiences to cover the early learning goals, including sand and water play.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are kept safe and well cared for in premises that are secure and suitable for their purpose. The building is clean and well lit with natural light and adequately heated. Children have good space to play freely and to be active. Children can be separated in to age appropriate groups for more structured play using the two rooms available. Equipment is sufficient and suitable for children's needs and in good repair. Children are able to choose their play activities from the selection toys and resources put out by staff. They sit at child sized tables and chairs so that they can play and eat in comfort. Children's safety is adequately promoted because the registered person takes positive steps to promote safety within the setting. The owner ensures proper precautions are taken to prevent accidents and all identified risks to children have been minimised. A daily risk assessment of the building is carried out by staff and recorded to show areas that have been checked for safety. Fire drills are carried out regularly to ensure staff and children know what to do in an emergency. Staff have a good understanding of child protection issues and are able to put appropriate procedures into practice if needed in order to ensure children's well-being.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

The children are confident, are given a certain amount of independence and are developing their self-esteem. For example, children are able to choose activities they want to try and they approach the staff for help and guidance in order to ensure their needs are met. All children

are involved in their play and learning and older children display good levels of concentration. Children ask questions and respond well to new challenges such as making the flag of America. They seek out their friends for play and demonstrate awareness of sharing and taking turns. Snack time is a social time when children and staff sit together and talk about events that are important to the children. Staff record children's development along the stepping stones, but are not using the Birth to three matters framework to record younger children's achievements and plan for their learning.

Nursery Education

The quality of teaching and learning is satisfactory. Staff have a sound knowledge of the Foundation Stage and understand how children develop and learn. Planning includes a range of interesting topics which are mostly taught successfully. However, staff do not effectively use daily routines to promote children's independence. Assessments and observations are satisfactory, although information gained from these is not used to inform future planning. The environment is not used well to promote learning. Children do not see words or posters around the rooms to enhance their learning and staff find it difficult to be able to display children's work. Children are not able to sit quietly and comfortably to read and look at books.

Children are happy to enter the pre-school and soon settle at their chosen activities. They independently select and carry out tasks to their own satisfaction. Children are interested in the range of activities provided and are motivated to learn. Children are independent to take care of their personal needs, supported by staff when needed. However, there are missed opportunities to increase children's independence skills as they do not assist in preparing the fruit for snack time or take turns in handing this to other children. They demonstrate an awareness of sharing. For example, children offer to share dough when another child joins them at the table.

Children are confident speakers and enjoy sharing their experiences with staff and peers in small groups and they learn to negotiate roles within imaginary play. They enjoy listening to stories and select books to look at for their own enjoyment. Older children attempt to write their own names and children are encouraged to recognise their names as they self register at the beginning of the morning. Children are starting to link sounds of letters, but this is not done on a regular basis to reinforce learning. Most children are confident with counting. They can count beyond ten as they count the number of children present. They are learning to recognise numerals and to place them in the correct order through group activities aimed at the older children. Children are starting to learn simple addition and subtraction as they sing number rhymes and songs and through counting a group of objects and making them up to the number required for the game.

Children are beginning to make sense of the world around them by learning through first hand experiences. For example, through a topic on the American Day of Independence. Children also look at other cultures from around the world that form the foundation of later learning in history and geography. Children discuss the changes in the weather each day and learn the days and months of the year. The computer is available on some days for children to use to support their learning. Children are able to be creative, expressing their own ideas and thoughts through art, music, role play and imaginative play. They freely access the creative and painting

areas and use a wide range of materials and tools to help them express their own ideas. For example, children make all sorts of different objects as they discuss winter and Christmas whilst using the dough. Children enjoy singing songs and acting out well known stories such as we're going on a bear hunt.

Helping children make a positive contribution

The provision is good.

Children develop sound relationships with adults and other children in a setting where the staff work closely with parents to meet the needs of individual children. Their self confidence and self-esteem are encouraged as they make their own choices and decisions about their play activities and learn to take care of their personal needs. Children benefit from activities and resources that help them to develop an understanding of diversity. For example, several cultural festivals are looked at and the pre-school borrows resources about different cultures to promote an understanding of the wider world. Children are currently learning about the history of the American Day of Independence. Good practice is in place to care for children with special needs and staff actively promote inclusion. Children's behaviour is good and they work appropriately in small and large groups. They are supported by positive staff interaction and learn to develop strategies to negotiate, take turns and work harmoniously with others. Staff offer praise and acknowledge children's achievements and co-operative behaviour. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. Children's individual needs are well met because the staff work closely with parents. Very good written information through the prospectus and policies is made available to parents when children first start at the pre-school. This ensures that the parents are informed of the aims of the pre-school and the education programme it provides. There is a good settling in procedure to ensure children are happy and comfortable and to allow children to build trust in the adults that care for them. Parents events are arranged to give parents the opportunity to see children's work and to see and discuss the assessment records kept on children. Regular newsletters and the parents notice board keeps parents fully aware of what is happening in the pre-school.

Organisation

The organisation is satisfactory.

Children's care is enhanced by generally effective organisation. It ensures that children's health, safety and well-being are met. Children confidently select their own play and learning experiences from the many activities set out by the staff. Children are appropriately grouped and staff consistently interact with them giving support and encouragement. Children benefit from a staff team who understand and effectively implement the pre-school policies and procedures. All the required paperwork is in place to promote the efficient and safe management of the provision and to promote children's welfare. Children are protected because the recruitment and vetting procedures are thorough and ensure that all staff are suitable to be in contact with children.

Leadership and management is satisfactory. The owner is aware of the strengths and weaknesses of the pre-school and is committed to up-dating and improving any weak areas. The use of the hall is restricted and staff are looking at ways of improving the environment to enhance children's learning. Staff work well together and form a strong team. Staff appraisals are in place and completed regularly to monitor training needs.

The provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable

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

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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 the Birth to three matters framework to enhance care and education for children under three years.

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):

- consolidate children's assessment records to plan for the next steps in their learning
- improve the organisation of the environment to promote children's learning
- ensure children are given more independence during daily routines

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