



Groombridge Pre-School

Inspection report for early years provision

| | |
|--------------------------------|--|
| Unique Reference Number | 109431 |
| Inspection date | 23 January 2007 |
| Inspector | Joanne Wade Barnett |
| Setting Address | King Edward VII Memorial Hall, Station Road, Groombridge, East Sussex, TN3 9QY |
| Telephone number | 01892 864809 |
| E-mail | |
| Registered person | Groombridge 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?

Groombridge Pre-school is run by a committee and is a registered charity. It was first registered in 1967 and currently operates from a hall in the community centre in Groombridge, Kent. A maximum of 30 children may attend the pre-school at any one time. The pre-school is open each weekday from 9:00 until 12:00. Thursday the group runs until 13:00. January to July afternoon session run on Wednesday and Friday from 12:00 to 03:00. Term time only

There are currently 34 children aged from two to under five years on roll. Of these, 23 children receive funding for early education. The pre-school supports children with learning difficulties/ or disabilities and also supports children who speak English as an additional language.

The pre-school employs seven members of staff, all of whom have a relevant childcare qualifications. The group receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is promoted in premises that are generally maintained to a good standard of hygiene and cleanliness. Effective systems to reduce the risk of infection and prevent the transmission of communicable diseases are implemented. For example, paper towels are provided after hand washing and a sick child policy is in place. Children learn about the importance of keeping their bodies healthy through the daily routine and understand to use tissues to wipe their noses and washing the germs off their hands. They enjoy balanced and nutritious snacks of fresh fruit and eat sandwiches which the children have made. However, systems in providing free access to fresh drinking water is in the process of being changed to allow more opportunity for children to self select.

All staff have an up-to-date first aid training and parental permission is obtained to enable the setting to seek emergency medical advice or treatment. Therefore, practitioners are able to act in the best interest of children in the event of an illness or accident.

Children develop a positive attitude to physical exercise as they enjoy regular opportunities to play outdoors, participating in rigorous physical activities. For example, riding bikes, playing ball games, hoops and group games. Access to climbing apparatus indoors and planned activities with the parachute contribute to the development of gross motor skills and supports children as they develop their spatial awareness. Whereby they climb up, over, through and around different equipment both inside and outdoors.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The pre-school is a welcoming environment for children, parents and visitors, because staff greet them upon arrival and are friendly in their interactions. The premises are safe and secure and there are effective procedures in place for the arrival and collection of children. As a result, children are unable to leave the premises unsupervised and are only collected by authorised adults.

Children's safety is prompted in practice by practitioners and they have clear systems to keep them safe indoors and outdoors. Risk assessments enable practitioners to ensure that any outstanding safety issues are addressed promptly. Consequently children have a clear message and understand the importance of pre-school rules regarding keeping themselves safe.

The fire evacuation procedure is displayed and fire detection equipment is accessible around the building. Fire drills are carried out regularly and details are cross referenced to the register, as a result, all children are regularly involved in the emergency evacuation practice.

The manager and deputy supervisor have a sound understanding and share responsibility for safeguarding children. Practitioners continue to develop their knowledge and understanding of issues relating to child protection by attending relevant training.

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 that encourage and promote all areas of development and stimulate their interests. Staff know the children well. They are caring, sensitive and nurturing in their approach, consequently, children are keen to try new ideas, and make effective use of the toys and resources. Children's confidence and self-esteem is 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.

Systems of planning are undertaken regularly to incorporate fully the Birth to three matters framework, alongside the Foundation Stage curriculum. Careful consideration is given to ensuring children are able to access a broad and balanced range of activities, suitable to their ages and stages of development, opportunities for children to access materials that stimulate their senses and develop their creativity is well balanced.

Nursery Education

The overall quality of teaching and learning is good. Children arrive confidently and settle quickly. They 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 songs and engage fully in exciting and interesting stories as a group. However, the book area is poorly attended by the children and uninviting. Children receive regular opportunities to attempt writing for different purposes, develop language for thinking and extend their imagination through story-telling. A well labelled environment helps children learn that words have meaning. Many children count reliably up to 10 and beyond and receive good opportunities to develop all concepts of mathematics through purposeful planned activities and excellent questioning techniques used by practitioners. For example, children enjoy the use of different size, shape magnets and engage in asking questions about what they can do. Opportunities for children to express and communicate ideas in role play continue to evolve.

All practitioners have a sound knowledge and understanding of the Foundation Stage curriculum, this ensures children receive a full programme of good quality education. Curriculum planning is prepared in advance and staff use this as a working document with children as they guide spontaneous play and learning. Practitioners plan purposeful activities that provide opportunities for teaching both inside and outdoors. For example, children's concentration levels are increased when threading small beads and pasta to make necklaces and excited when they compare with friends.

Children move around the setting with confidence and are supported well by practitioners to help them achieve the most from all activities. They are engaged, animated, interested and absorbed, as they select activities, however, table top activities are selected by staff and lacks child led activities.

Helping children make a positive contribution

The provision is good.

Children's individual care and educational needs are well recognised and practitioners endeavour to identify children's needs early on and monitor progress throughout the time in pre-school. They are skilled in doing this and help children to feel valued, supported and well cared for. As a result, children are developing good levels of confidence and are developing an awareness of the wider society. Children's spiritual, moral, social and cultural development is fostered. Children are extremely well settled and they are learning to develop good relationships with their peers and practitioners.

Children's behaviour is very good. Practitioners use positive behaviour management techniques and provide good role models. Subsequently children are valued and encouraged as individuals to contribute in group situations and are praised when they do something well. They know to share and to take turns, they are friendly, listening to each other, considering each others' feelings and sharing resources amicably.

Partnership with parents is good. The parents of children who receive nursery education benefit from a two-way sharing of information between parents and practitioners to enhance their children's learning. In addition, regular newsletters and open evenings ensure parents are kept updated with important information relating to the daily operation of the setting and children's progress. A key worker system is in place, and parents of pre-school children know their child's key worker and are aware that the pre-school has in place policies and procedures. Although, the complaints policy has not been changed to reflect current changes including new addresses.

Organisation

The organisation is good.

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

The provider is able to show that all adults working at the setting have undergone checks to establish their suitability. The registration certificate is displayed and the attendance register confirms that the provider complies with the conditions of registration.

The leadership and management of the setting is good. An appraisal system successfully identifies practitioner's strengths and weaknesses and identifies any training needs. Plans cover all areas of learning to ensure children receive a balance across the six areas of learning. Practitioners work well as a team and know their role well. They meet regularly to discuss the children's individual needs. A secure knowledge and understanding of the Foundation Stage and how young children learn means that children are making good progress towards the early learning goals. Practitioners are kind and caring in their interactions with the children and clearly enjoy their company. Consequently, children are happy and approach them with ease.

Children are provided with a balance of activities that promote their development and enables them to relax, be active and engage in play activities with their friends. Practitioners apply useful questioning techniques to make the children think. 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 inspection the group had one recommendation to display children's work in the main hall to enhance the learning environment. The group have display boards in the main hall and in the corridor to highlight children's own work.

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 good.

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 children are given more opportunities to self select drinks during the session and at snack time
- ensure the complaint policy is in line with current legislation and reflects the practice of the group

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):

- provide more defined areas in the home corner and book area to allow children to relax in comfort and explore [this also applies to care]

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