

Dunton Green Pre-School

Inspection report for early years provision

Unique Reference Number	156852
Inspection date	27 April 2007
Inspector	Melissa Tickner
Setting Address	Donnington Hall, Barretts Road, Dunton Green, Sevenoaks, Kent, TN13 2UN
Telephone number	07952 903753
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Registered person	Dunton Green Pre-School
Type of inspection	Integrated
Type of care	Full day 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?

Dunton Green Pre School is committee run and opened in 2001. It operates from three rooms at Donnington Hall in Dunton Green. A maximum of twenty children may attend the pre-school at any one time. The pre-school is open Tuesday to Friday from 09:15am - 12pm and on Thursdays from 09:15am - 2:45pm (during the summer term), term time only. An outdoor area is currently undergoing development for use.

There are currently 20 children aged from two to under five years on roll. Of these, 13 receive funding for early education. Children come from the local area. The pre-school supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The pre-school employs four members of staff. Of these, one holds appropriate early years qualifications and one is due to commence her qualification in the near future.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are developing a good understanding of keeping themselves healthy. They regularly wash their hands at appropriate times and staff talk about why this is important. Staff adopt positive practices to avoid the spread of infection such as use of disposable gloves when serving snacks and keeping table tops clean. Children benefit from a wide variety of discussions about keeping ourselves healthy such as how certain foods help to keep us healthy, and looking at teeth and why we need to keep them clean. They enjoy selecting from a good variety of healthy foods at snack time such as carrot, celery, cucumber, tomatoes and pieces of cheese. They drink milk or water and water is available with support from staff, at other times. Children enjoy the activity where they make a milkshake from a variety of healthy ingredients. Suitable systems are in place to ensure that staff are aware of dietary requirements, are able to deal with emergencies and illness and have sufficient first aid qualified staff present on a daily basis.

Children enjoy daily opportunities for physical play. A physical activity is planned and set up on a daily basis for children and they enjoy climbing, sliding, crawling and jumping as they use the climbing frame, tunnels and tents. They do stretches and a simple warm-up before they start their physical activities. The outdoor area is currently undergoing work and staff intend to use this in the future for daily outdoor activities.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a welcoming hall which provides plenty of space including use of additional side rooms. Children's work is displayed and the room is organised to allow space for activities and resources within all areas of learning. Children have access to a good range of good quality toys and equipment which are set up for them daily and rotated regularly. Staff ensure a good variety is set out and rotated every day, however throughout the sessions these become disorganised at times. Some aspects of the layout require further development to ensure it is well organised and used, and inviting for children. Staff ensure security is appropriately maintained and risk assessments are completed. At times supervision and vigilance of children is not always sufficient and consequently children's safety is not fully promoted at all times. Fire drills are practised to help protect children in the event of a fire and appropriate evacuation records are kept. The nominated person for child protection has a satisfactory awareness of child protection issues. This helps keep children appropriately safeguarded.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are settled and happy at pre-school and have developed friendships with their peers and staff. They arrive with confidence and settle quickly. Younger children are planned for, in line with the Birth to three matters framework to help meet their needs. Generally children play well and enjoy the session, however at times it becomes chaotic and disruptive. Children are provided with a wide variety of activities and resources to offer them a varied session.

Nursery education

The quality of teaching and learning is satisfactory. Staff plan a wide range of activities on a daily basis and aim to promote all the areas of learning every day. However, this does not always happen because although the environment is organised initially it quickly becomes disorganised as children lose interest and focus. Staff deployment impacts on this as children do not always receive the support and help they need. Some areas are not fully resourced or organised to encourage children's use, such as the book corner and computer area. Staff have developed a planning system which covers all areas of learning, however it does not fully support newer or unqualified staff in ensuring they are clear on the aims and objectives of all activities. At times the session does not run smoothly, resulting in children having to wait for long periods of time, such as snack time. This causes children to become bored and restless and impacts on the running of the session overall. Despite these aspects children do appear to become absorbed in activities at times and staff support them where possible, asking them questions and encouraging them to think.

Children generally make satisfactory progress in all areas of learning. They develop their social skills and friendships as they play for extended periods of time in the home corner. They do not always have the opportunity to develop their independence, as for example, at snack time, their drinks are poured out for them by staff. Children enjoy a number of opportunities to count throughout various activities such as the activity with the number bag and counting heads at circle time. They develop their understanding of size language and show they recognise shapes such as square, circle and triangle. They understand simple mathematical challenges through number rhymes and working out how many 'flying spacemen' are left when singing. Children enjoy mark making in a variety of activities, such as in the home corner and arts and craft table and recognise the letter of the week, telling staff it's "d for dog". They enjoy singing and nursery rhymes and listening to stories. However, they do not access the book corner independently which is not attractively organised to encourage children's use. Children develop their listening skills, however on some occasions they become disruptive as they lose concentration and the ability to listen to one another and staff.

Children enjoy opportunities for exploration, as for example they look at and touch a slow worm, discussing its properties. They enjoy planting activities, such as cress seeds and sunflowers seeds, and these provoke some good discussions and opportunities for children to learn. Children develop a sense of place and time as they have visits from people in the local community and also take part in activities teaching them about other cultures and beliefs. Children have use of a computer to develop their skills in technology, however they rarely access it and are unsure how to use it when they do. Children enjoy being creative as they paint and stick at the arts and crafts area. However, the art activities they take part in are largely adult led and pre-cut or drawn for them, limiting them in developing their own creations. Children delight as they play imaginatively in the home corner, using the dressing-up clothes and holding discussions around hospitals and being poorly, prompted by their recent visit from a nurse. Children enjoy singing, however they have little access to musical instruments during the inspection and this aspect is not planned for daily. Children delight as they help to create a milk shake, talking about the ingredients they are using and the way it changes.

Helping children make a positive contribution

The provision is satisfactory.

Children are supported at times as they play, helping them begin to feel settled and valued at pre-school. Children's individual needs are generally met and they show good levels of confidence and independence. Children are beginning to develop an awareness of our wider society through planned activities such as Chinese New Year and Diwali. They play with resources promoting

diversity such as books, dolls and dressing-up clothes. Children's spiritual, moral, social and cultural development is fostered. A nominated Special Educational Needs Coordinator is in place, which helps ensure that children with learning difficulties and/or disabilities are supported and have their needs met.

Children delight as they receive praise from staff when they do something well. Staff use positive reinforcement at regular intervals, encouraging and praising children. They offer clear explanations and instructions to children and act as extremely positive role models throughout the session. Sharing is encouraged and children are thanked for doing so. They are encouraged to behave well by being offered the chance to take 'Bertie Bear' home when they have behaved particularly well. Generally children are happy, settled and occupied. However, at times, children become disruptive and noisy and the session is often affected by the increasing disruption.

Partnership with parents is satisfactory. Parents are encouraged to be involved either by helping, getting involved on the committee or meeting with staff. They are provided with information such as newsletters and an information board. Informal termly consultations are held with parents to help keep them informed about children's progress and they are welcome to liaise with staff at other times. In addition parents are involved in completing a parental information form which feeds in to a settling in report that staff complete. Consequently, satisfactory systems are in place to enable staff to work in partnership with parents.

Organisation

The organisation is satisfactory.

Organisation of the pre-school is generally satisfactory. A good range of well-organised and detailed paperwork is in place, including all required policies and procedures and legally required documentation. Organisation and running of the session to enable children to achieve to their full potential is not currently fully effective. This impacts on how the sessions operate and on occasions staff deployment does not ensure children are well supported, fully supervised or encouraged throughout all activities. In addition activities are not always presented or organised to provide children with appealing and inviting learning opportunities.

Staff ensure that ratios are met, however currently only one member of the four is qualified, which means requirements are not being met. A clear staff training plan identifies how they are addressing this issue and have plans in place to ensure staff will commence training in the near future. This will also help address the issue of having a qualified deputy in place. Clear written procedures document that thorough methods are followed in the recruitment and induction of new staff and all employed staff are Criminal Record Bureau checked. This helps to safeguard children.

Leadership and management is satisfactory. Staffing changes have recently occurred, and staff are working at building their team and developing the pre-school. They have regular staff meetings and annual appraisals, although the Supervisor does not currently undergo an appraisal. Systems are in place to monitor and identify areas for improvement within the setting however these have not identified aspects raised at this inspection. The setting meets the needs of the range of children for whom it provides care.

Improvements since the last inspection

At the last inspection in January 2004, staff were set recommendations relating to the care and education of the children. A lost child procedure and a medication record is now available,

ensuring that all required documentation is in place. Children have access to a range of resources promoting diversity on a daily basis; this includes positive images such as posters. Parents are involved in sharing information about their children by having the opportunity to complete the 'parental information form' initially. The garden is currently still undergoing work to make it safe and suitable for children's use on a daily basis.

Staff have attempted to address the issues relating to children's education. Children now have the opportunity to use mark making resources, for example they use a notebook and pencils in the home corner to support their imaginative play. Snack time has been developed however this still limits children in allowing them to develop their skills and independence. The outdoor play space remains yet to be developed, however children are given the opportunity to develop their gross motor skills indoors on a daily basis. The computer area is set up for children however this continues to require further work to ensure it is used by children and they understand how to use it. Parents are involved in their children's assessments and are worked with on a regular basis.

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):

- increase staff vigilance and levels of supervision to ensure children are kept safe at all times
- implement the action plan to ensure that the required level of qualified staff are in place at all times
- improve the running and organisation of sessions and staff deployment, to enhance children's opportunities

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):

- develop the planning to support staff in their understanding of how to promote the areas of learning at all times

- develop the range of child led creative activities and increase children's opportunities for independence and access to technology
- further develop the organisation of staff time and the organisation of resources to maximise children's learning opportunities

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