

Egerton Pre-School Playgroup

Inspection report for early years provision

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| Unique Reference Number | 127171 |
| Inspection date | 09 May 2007 |
| Inspector | Mary Van De Peer |
| Setting Address | Millennium Village Hall, Elm Close, Egerton, Ashford, Kent, TN27 9DS |
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| Registered person | Egerton Pre-School Playgroup |
| 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?

Egerton Pre-School Playgroup opened in 1999 and operates from the Millennium Village Hall in Egerton, near Ashford, Kent. A maximum of 26 children may attend the pre-school at any one time. The pre-school is open each weekday from 09:10 to 12:00, term time only. All children share access to a secure enclosed outdoor play area. There are currently 45 children aged from two to under five years on roll. Of these, 32 children receive funding for nursery education. Children come from a wide catchment area. The pre-school currently supports children with disabilities and can also provide support for those with learning difficulties as well as for children who speak English as an additional language. The pre-school employs six staff. There are three staff, including the supervisors, who hold appropriate early years qualifications. There is one member of staff who is working towards a qualification. The group is a member of the Pre-School Learning Alliance (PSLA). They also receive support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Appropriate hand-washing procedures are in place. A free-standing sink with a pump delivering fresh water is also available in the hall where children play; this is only used if children have dirty hands from painting or sticking activities. Paper towels to dry hands help minimise the spread of infection. Accident and medication procedures are clear and understood by staff; relevant information and details are recorded. A sick child policy is in place to exclude children who are infectious. The pre-school obtains parents permission to enable them to seek emergency medical advice or treatment. All staff have up-to-date first aid training, as a result, they are able to act in the best interest of children in a medical emergency. Snacks are generally healthy. Children have choices from fruit, toast and savoury biscuits. Sometimes the children are involved in the preparation of snacks and recipes. They often help to tidy away when they have finished. Drinks of milk and water help children make healthy choices.

Children's physical development is satisfactory. Children receive adequate opportunities to be involved in various types of physical exercise both indoors and outside, they are therefore developing their large and small muscle skills. The pre-school has an outside area, where children can run and play, ride on wheeled toys and climb on the apparatus. A climbing frame and construction activities occupy children when indoors, as well as mark-making and cutting out. The toys, equipment and the environment in which children play are very clean.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The premises are very safe and secure. Visitors to the pre-school are only able to enter with the authorisation of staff. Effective procedures are in place for the collection of children so that they are kept safe. The attendance register for children and staff records relevant detail. Risk assessments are carried out regularly and the findings are recorded. This means that hazards are identified and can be made safe quickly. There is a clear and effective child protection policy in place and staff are aware of the pre-school's procedures. It also includes what happens if any allegations are made against staff or volunteers. Fire detection equipment is located in all areas of the building. Emergency evacuation procedures are carried out systematically, this results in children's ability to keep themselves safe. There is a wide range of toys and resources that are clean and in good condition, covering all areas of children's development. Unfortunately, due to the current storage situation, the staff choose what activities and equipment is made available to the children, reducing their choice and ability to self-select. The environment children play in is very pleasant and safe.

Helping children achieve well and enjoy what they do

The provision is good.

Children are developing a sense of time because they know what happens next. Although a time line has not yet been introduced to further support younger children's understanding of the routine of the session. Children are able to explore simple technology through equipment in the home corner, such as a telephone and oven. There are computers within the nursery that support children's learning. Children have access to a wide range of construction materials to enable them to make models. A 'Big Box' day is held every term where children bring in large boxes and recycled items to make a large structure together. Photographs show children cutting,

sticking, and painting and the final result of their hard work. Children receive several opportunities to develop their fine motor skills as they play; they dig in the sand, paint, pour, use glue spreaders and cut with scissors. Children move around the setting confidently, showing an awareness of others. They really love playing outside and go out in all weathers, providing they have the appropriate clothing. The outside area continues to develop to support children's learning across Birth to three matters and the Foundation Stage.

Nursery Education

Teaching and learning is satisfactory. Staff are enthusiastic and work hard to provide a wide range of resources and experiences for the children. As a result children are making satisfactory progress in their learning. They are settled and are confident with the pre-school routine. Children involve themselves in their chosen play activity and concentrate for appropriate periods of time. They act out familiar roles in the role play area, for example, by preparing meals and ironing. Positive relationships are forming as children play together, share and take turns. They clearly enjoy helping to take care of their environment and help tidy up at snack time. Children are unable to use the toilet on their own or self-select resources, as storage limitations restrict this. Staff take time to ensure toys and resources are presented to children to encourage personal choice. However, there are times in the session where activities are adult-led, for example, snack time and story time.

Children are becoming confident speakers; they are able to express what they like doing at pre-school. They are learning words to describe different materials, as they explore and investigate, such as 'tickly' and 'soft'. Although there are currently no signs and labels used in the pre-school, children are recognising their own name and match it to their photo when they arrive, as part of the self-registration system. Mark-making resources are available and children make marks with paints, crayons and sand. Older children concentrate and listen to stories read to them. The book area is a comfortable place and well used by all the children, however, there is a limited range of books made available to them.

Practical play activities and language are used by staff. This is introducing children to basic mathematical concepts; for example, they explore capacity in the sand. They use software on the computer which provides colourful games, encouraging children to search and identify shapes and numbers. Counting is a regular feature of the session and, as a result, children count confidently. Staff have a sound understanding of the Foundation Stage and how young children learn.

Helping children make a positive contribution

The provision is satisfactory.

Positive staff role models help encourage children's good behaviour. There are also posters in the pre-school, done by the children, to show certain rules, for example to take care when using the swing doors. Children find out about their local community through walks and visits to the local infant school. Children with learning difficulties or disabilities are able to be well supported within the pre-school by the three special educational needs coordinators, who are very clear of their role. Children learn about different festivals as part of planning, for example the Chinese New Year. However, although there are resources that reflect positive images of people's differences to support children's learning, they are not always made available at every session. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Parents are greeted warmly by staff and are happy with the care and education the pre-school provides. They receive regular information about the group through the notice board and information table in the entrance hall, as well as by conversations with key worker staff at the end of each session. The pre-school's operational plan and policies and procedures are always available for parents and visitors to see and use. Children benefit from good communication between parents and staff and receive continuity of care.

Organisation

The organisation is good.

All adults working at the setting have undergone checks to establish their suitability. Over half of the staff employed hold a relevant qualification in childcare; consequently, they understand how young children learn. The registration certificate is displayed and the details in the attendance registers confirms that the provider complies with their conditions of registration. Policies and procedures for the safe and efficient management of the pre-school are in place and understood by the staff. They help to promote children's care, learning and play. Confidential records are stored securely. Staff are well deployed within the setting and move around according to the children's needs. The committee and supervisor positively promotes staff development and training. Staff recruitment is robust to help safeguard children's welfare.

The leadership and management of the setting is satisfactory. Staff work well as a team and have a clear understanding of their role. Planning covers all areas of learning and is beginning to be more informed by observations made on the children and activities. Although the planning is topic based, it is also flexible and allows for other influences, such as the weather. Staff are well supported in their role and have access to a range of courses for their personal development. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

The provider has followed the previous recommendation and has now taken appropriate action to improve their provision. The first recommendation was for the provider to ensure that the child protection procedure for the pre-school complies with local Safeguarding Children's Board procedures and develop staff's knowledge and understanding of child protection issues. The pre-school has a very clear and comprehensive policy which has sub-headings for easy reference. The policy includes clear statements about what steps the provider takes if an allegation is made against a member of staff. Most staff have attended or are due to attend child protection training. Consequently, children's welfare is safeguarded.

The last recommendation was for the provision to review and update policies to reflect current procedures. All the written policies and procedures are clear and easy to follow. They have been recently reviewed and up dated, ensuring they reflect current practices. As a result staff and parents are able to work together to meet the needs of all the children attending the pre-school.

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.

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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):

- review the availability of resources and activities which reflect positive images of different cultures and disabilities

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):

- ensure there are more opportunities for children to extend their play
- review the range of resources and activities made available, increasing the choices children have in their play every day and improve opportunities to promote their independence

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