

Capel Pre-School

Inspection report for early years provision

Unique Reference Number 127081

Inspection date 17 April 2007

Inspector Jackie Liffen

Setting Address Falmouth Place, Five Oak Green, Tonbridge, Kent, TN12 6RD

Telephone number 01892 833363

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Registered person Capel 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 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?

Capel Pre-School is a voluntary group run by a committee consisting of parents and representatives from the local community. It opened in 1974 and is situated in the village hall in Five Oak Green, Tonbridge, Kent. A maximum of 26 children may attend the pre-school at any one time. It is open each weekday, during the school term, from 09:15 until 12:00 and on Tuesdays and Fridays until 15:30. All children share access to a secure outside play area.

There are currently 40 children aged from two to under five years on roll. Of these 32 children receive funding for nursery education. Children attend from the local area. The pre-school currently supports a number of children with learning difficulties and/or disabilities.

The pre-school employs eight members of staff. Five members of staff including the supervisor hold a qualification to level III and one member of staff is working towards an appropriate qualification. The setting receives support from an early years advisory teacher from Kent Early Years.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children easily learn to understand simple good health and hygiene practices as they remember to wash and dry their hands on the disposable towels before eating or after visiting the toilet. Children are well protected from infection by the staff who generally wear special clothes, and also have rubber gloves and plastic aprons to use if they need to clear up any mess. Children are not affected by the spread of germs because staff always ensure that the hall is kept clean and that nappy changing facilities are suitable. Children are encouraged to help themselves to tissues if they need to blow their noses and then put them into a bin with a lid on. The staff also contribute to children's good health by putting into practice their effective administration of medicines policy. Children rest and sleep comfortably according to their needs because they use the book corner which is attractively furnished with one large wipeable cushion and small individual cushions. Children are also encouraged to rest after lunch in a quiet darkened room where some lay down and sleep whilst others quietly look at books. They enjoy taking part in regular exercise both indoors and outdoors. For example, different apparatus, such as wheeled toys, are put out each session at the end of the hall to encourage children to extend their physical capabilities. Children quickly learn about healthy eating as they choose which piece of fruit they would like to eat at snack time. They are well nourished because parents provide packed lunches and perishables are stored in the fridge. Children take decisions and easily help themselves to a drink when they are thirsty from the two jugs containing milk and water which are left available for them on the snack table.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming, secure, and child-friendly environment where the staff work very hard to prepare the setting each day, making it attractive and stimulating. Children play in a large hall which is well divided to provide ideal surroundings and special corners where they undertake different activities. Children also use a side room for specific activities such as circle time and resting. Children play with a vast range of toys and equipment which the staff change on a regular basis. For example, sometimes they ride on bicycles with a ramp for extra stimulation, undertake junk modelling, paint, or play with toys such as cars, water play, sand, building blocks, programmable toys, and musical instruments. They also use their imaginations and role play in the home corner, book corner, and writing area each session.

Children are well protected from danger because staff undertake regular risk assessments to ensure that accidents are minimised. For example, staff make sure that children cannot exit the premises unaided by keeping the outside doors locked during the session. Children can not harm themselves on fixtures and fittings as effective procedures are in place, such as the plug sockets which are covered and the toys are all very well maintained. Children are becoming familiar with the dangers of fire because staff ensure that they all practise fire drills regularly. The provider also displays, fire exit signs and has suitably maintained smoke alarms to help warn children if necessary. Children's welfare is generally protected because staff have a sound knowledge of child protection procedures.

Helping children achieve well and enjoy what they do

The provision is good.

Most children quickly settle and become happy in the setting as they eagerly race towards the apparatus and bicycles put out at the end of the room. Some, however, take a little longer to search out the quieter activities which are placed strategically within their reach. They all become involved in a very broad range of planned activities and spontaneous events which support their development and learning. For example, children gather together, sitting on a mat playing with construction toys; others start to make playdough or create something out of junk. Staff are very sensitive in their involvement with children and have a vast range of resources to help them meet their needs. For example, a quiet area is developed in the book corner where a range of puppets are also placed to help children cope with their feelings and emotions.

Nursery Education

The quality of teaching and learning is good. Staff have a very good knowledge of the early learning goals and all children progress according to their individual potential. Staff ensure that they are familiar with each child's abilities and encourage each one according to individual needs and capabilities. Children are helped to develop in all areas as the staff keep notebooks in their aprons and continually note any child's achievements; these are later transferred to children's progress records and used to report to parents and inform future planning.

Children are confident to make decisions, explore and investigate as they search out different toys and activities to play with. For example, children particularly enjoy making the programmable toys work and initiate a number of games within their peer groups. Most children independently help themselves to resources and put on their own clothes, such as aprons, when they undertake messy play. Children easily make friends as they gather in small groups to undertake an activity such as constructing buildings out of lego or role-playing in the home corner. They are keen to try new activities, suggest ideas and speak in a familiar group. For example, when a leader takes the register they respond to their own names and some prompt the staff member regarding children who are absent. Children concentrate for long periods of time when they find an activity which interests them but quickly respond to recognised signals, such as when the leader blows a whistle to attract their attention. They all understand expectations and quickly react when asked to carry out a task such as tidying up. Children are learning to recognise their own names when they find their labels to hand up their coats and change their shoes. They also use a similar system to indicate when they have snacks, and recognise familiar words from labels put around the room. Children have lots of fun and express their thoughts and needs clearly as they become competent communicators. For example, a child tells the inspector about the worms in the wormery and describes how they wriggle. Children play with a number of toys which enhance their understanding and knowledge of the world, and the community where they live. For example, they have opportunities to play with pretend cookers, telephones, hairdressing equipment, and a laptop computer. Staff also talk to children about their experiences and help them recall relevant subjects. Children are becoming adept at recognising number and counting but sometimes do not gravitate towards the specified maths area to investigate shape, matching, sorting and classifying. Children are becoming creative and enjoy developing their own junk models from different types of materials. They often use the painting easel and also enjoy diverse activities such as cookery or singing action rhymes. Children extend their physical abilities on a daily basis because the group provide a wide range of suitable toys and resources for them to experiment on and stretch their limbs.

Helping children make a positive contribution

The provision is good.

Staff have a very good knowledge of each child's background and as a result all children are valued, respected and included in all activities according to their level of ability. Children's needs are met well because staff liaise carefully with parents in order to provide the best care possible. Children benefit from activities and resources which help them value diversity. For example, two welcome posters are displayed, one at adult height and a more pictorial one for the children. The group also celebrate different festivals and introduce different foods from other countries. For example, children enjoy participating in the preparation and eating of Indian food. Children improve on their spiritual, moral, social and cultural development throughout each session as staff provide a number of opportunities for children to gather together in small and large groups to socially interact and role play different situations. Overall spiritual, moral, social and cultural development is fostered.

Children have their specific needs and disabilities needs met by the staff who work in close partnership with parents because the leader undertakes special training in order to help children. She identifies the best way forward to help children and develops play plans in conjunction with parents and professionals.

Children usually respond to appropriate expectations for their behaviour because they are helped to recognise their feelings and cope with their emotions, by the staff who sensitively interact with them if necessary. Pictures and posters show faces exhibiting different emotions and children's confidence is improved by staff when they use puppets to speak with them in different ways. Staff take every opportunity to praise children and speak with them in a sensible manner so that their self esteem is improved. Children work harmoniously together throughout the session as they gather together in small groups to play imaginative games and produce creations from the materials on offer.

Partnership with parents and carers is good. Children benefit from continuity of care because staff make every effort to involve parents in the day to day activities of the group. For example, parents help children recognise their own names when they hang up their coats and change their shoes. Children are helped to progress both within the setting and at home because parents receive regular newsletters and information about the group. Key workers speak with parents and carers each session and keep careful records so that each child receives optimum care.

Organisation

The organisation is good.

Children's security and development is extended because adults have a clear sense of purpose and a commitment to continual improvement. For example, staff continue to take training courses on a regular basis in order to improve their competence in a variety of areas. Children therefore thrive in the setting because they are cared for by staff with a good knowledge and understanding of child development. All staff have up-to-date checks and most have appropriate qualifications so that they have the ability to continually improve the outcomes for children. They also make every effort to attend as many training courses as possible in order to improve. The leadership and management of the nursery education are good. The group have an effective employment strategy and ensure that all staff are suitable to be working with children at all times. Children's well-being is enhanced because adults give high regard to the organisation of the setting so that the premises, toys, resources and staff are all used extremely effectively.

Staff prepare a very stimulating environment which helps children progress rapidly in all areas of learning. Staff use self evaluation on a regular basis to help raise standards for children. They have a number of written policies, most of which are working well in practice. However, some of them are not current and the group are revising them in order to make procedures clearer to parents so that children's, enjoyment and ability to take an active part in the setting is enhanced. The provider uses a suitable method of ensuring children's safety by requesting parents and visitors to sign a book as they enter the premises and again when they leave. Record keeping is used well to meet children's needs and all documents are kept in a securely locked cupboard.

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

Improvements since the last inspection

At the last inspection staff were asked to ensure that they were clear about children's special dietary requirements. Children with special dietary requirements are now well protected by staff because they keep a clear notice on the kitchen hatch door so that everyone is aware of any children with allergies or special needs. This positively contributes to keeping children safe and healthy.

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):

- ensure that all policies and procedures are up-to-date

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):

- consider how to develop the maths corner so that children become more involved in exploring and investigating shape, sorting, matching and classification

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