

Bright Start Pre-School

Inspection report for early years provision

Unique Reference Number	EY347245
Inspection date	15 May 2007
Inspector	Susan Jennifer Scott

Setting Address	Parish Church Hall, 25 Quarry Hill Road, Borough Green, SEVENOAKS, Kent, TN15 8RQ
Telephone number	07789 095 214
E-mail	
Registered person	Janette Ann Niner
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 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?

Bright Start pre-school was registered by the current owner in 2007. It originally opened in 2003. It operates from a church hall situated in Borough Green. There is outdoor space which can be secured for children to play.

The pre-school serves the local community. It is registered to care for 24 children from two to under five years old at any one time. The group opens each weekday between 09.00 and 11.45 during term time only. An additional rising five's group is available each Wednesday between 12.45 and 15.15. A total of 33 children attend and 24 are in receipt of funded nursery education. Children who have disabilities, learning difficulties or who speak English as an additional language are welcomed into the group.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children experience appropriate hygiene practice. Good daily routines ensure children wash their hands after using the toilet and messy play or before they eat and drink. However, ineffective cleaning of the building does not promote secure standards of hygiene for the children.

Two staff hold current first aid certificates and are able to administer first aid in the event of an accident. There is written consent to request help in an emergency which provides for children's welfare in the event of a serious accident where parents and contacts are not available.

Children experience a choice of snacks that are healthy such as bananas, raisins and biscuits, although they do not decide when to take their snack. Children can help themselves to a drink whenever they need one which encourages them to understand the needs of their bodies. Children's dietary needs, allergies and preferences are acknowledged by staff who have to remember these from information recorded on the registration form.

Children move confidently and in a variety of ways; they respond and move enthusiastically during music and movement sessions. They experience regular opportunities to use the bikes, balancing equipment, a parachute for games, and a climbing frame both inside and outside.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children arrive happily and settle well. They enjoy their play in a warm and welcoming environment with some displays of their work showing that staff value children's contributions. Staff supervise children entering and leaving the premises well, although the fire exit near the toilets is not secure or alarmed so that staff may not be aware if children open this.

Children benefit from playing in a large hall which allows them to move around and play freely. They have easy and safe access to a variety of toys and resources appropriate for their age which are carefully selected to ensure they are safe for children to use. Resources are set out to enable the children to make their own choices and they are all occupied because staff support their play well. There are sufficient numbers of child sized chairs and tables to allow children to work and play in flexible groups.

Children are protected from harm because the staff have a sufficient understanding of the policies and procedures that the group uses in emergency situations. However, there is no quick exit from the kitchen door marked as an exit. In addition, the maintenance standards for the building do not ensure children's safety. For example, pipe lagging in the toilets is damaged and ineffectively covers the pipes. Staff are efficiently deployed and are vigilant at all times, they supervise the children effectively and ensure they are aware of how to move around safely, encouraging them to tidy away toys.

Staff have an appropriate understanding of child protection and know what action to take if they have concerns about a child in their care. This enables them to safeguard the welfare of children and to implement the written policy.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enjoy a good range of activities that are interesting and well balanced for all ages and include quiet and active play. Some are adult initiated and some free choice, all help children to make progress in their learning and development. For example, during a music and movement session children are encouraged to respond physically by singing rhymes and performing the actions. This enables children to follow instructions and to develop their physical control.

Small and large groups are successfully used and extended by staff to enable children to engage in social activity, and support children in building their understanding. For example, staff encourage children to discuss various ideas and experiences using the items that they bring in beginning with the letter of the week. However, staff have not established a system to assess and record progress which promotes the needs of children under three yet.

Nursery Education.

The quality of teaching and learning is satisfactory.

Staff make observations of children during free choice and adult led activities and use their observations to assess children's achievements and any difficulties. Children's assessments are informative and regular but there is no system to ensure these cover their progress in all areas of the curriculum. Plans are completed by the staff who discuss what they need to provide for individual children. Staff do not use evaluations effectively and it is not always clear how activities are planned to take individual needs into account. This means that children's learning is not always fully promoted in all areas of the curriculum.

Children are well motivated and concentrate on self-chosen activities. Staff encourage children to make choices by making the toys and resources they organise easily accessible. Children are developing good relationships and are beginning to understand the need to share and take turns when playing together.

Children are encouraged to explore mark making: they can use activity sheets or paper but there are no examples of written information available during role-play to encourage writing for a purpose, unless these are requested by the children. Children count confidently and have some opportunities to recognise numbers that are important to them through use of numerals and numbers. They choose number activities during free play and enjoy number rhymes and songs.

Children investigate using their senses; for example, they observe what happens when moulding suet for the bird feeders they make. They are encouraged to explore the different ingredients such as seeds and cheese which they use during this activity. The staff encourage children to observe and describe similarities and differences of natural objects such as straw, feathers and leaves which they use to make bird's nests.

Children move confidently and in a variety of ways: they access parachute play enthusiastically pretending to make waves on a calm or a windy sea, and co-ordinating their responses to the sound effects of a tin of beads rolling around. They develop fine motor skills by threading laces through picture cards and using small tools and pencils with confidence.

Children have interesting opportunities to use their senses to explore and describe experiences such as tasting and smelling food and feeling a range of textures like dough and sand. They

use their imagination and express their ideas in a variety of different ways, acting out well-known scenarios and stories during role-play.

Helping children make a positive contribution

The provision is satisfactory.

Children are encouraged to share their experiences and staff value their contributions during group times, such as the show and tell routine. This helps children to feel confident and secure. Children benefit from their experience of varied cultures and attitudes which promote an awareness of diversity within the community. Although there are resources that reflect positive images, these do not include multi-lingual or dual language books to reflect the home language of all children.

Children with learning difficulties or disabilities are welcome and consideration is given to enabling their inclusion. As a result, children attending are more likely to participate in most activities as they are adapted to meet their needs. Plans to support children appropriately include staff working closely with parents.

Children play harmoniously together and respond positively to staff. They have good relationships with staff who have realistic expectations of behaviour and make their expectations explicit. For example, children are encouraged to pass items to each other during the 'show and tell time'. The setting fosters children's spiritual, moral, social and cultural development.

Partnership with parents and carers is satisfactory. All relevant information is gathered on the registration form to ensure children are cared for according to parents' wishes. Parents are given information on the activities and receive information on the Foundation Stage curriculum and funding. They have opportunities to discuss their children's progress with their child's keyworker. However, opportunities to ensure parent's can participate fully in their child's learning is limited because a system to share children's individual learning records is not yet established.

Organisation

The organisation is satisfactory.

The registered provider remains suitably qualified to work with young children although she has not ensured that all the requirements of registration have been adhered to. For example, the group is offering full daycare and has not adhered to the conditions of their registration which is sessional and this is a breach of regulation. This can compromise children's safety. However, changes have been made to meet the requirements now.

Children share good relationships with staff who have been vetted for their suitability to work with young children. There are procedures for vetting and employing appropriately qualified staff. Staff also have induction training when they start work although this has not been thorough enough for them to recall all fire safety procedures.

Children's welfare and individual needs are met by the group who have appropriate records in place to support their understanding of each child. Records are kept confidentially maintaining the child's privacy. However, there are occasional lapses in record keeping, such as the times visitors arrive.

Leadership and Management is satisfactory.

Children gain from a stable staff team who work together. The systems to monitor and evaluate the quality of education are being developed and therefore are not yet rigorous. The registered person acknowledges some weaknesses within the educational programme and there are plans to improve systems to ensure children experience a programme that meets their developmental needs. Children benefit from a the positive approach of staff and the provision of a suitable programme. The setting meets the needs of the range of children attending.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

Since registration 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 can be seen 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):

- improve standards of cleanliness in the building
- review the arrangements for emergency evacuations including access through the locked kitchen door
- ensure that systems for assessing and recording the development and progress of children under three years is appropriate; for example, using the Birth to three framework
- ensure all staff are familiar with the conditions of registration and that these are adhered to
- Ensure that all induction and health and safety training is clearly understood and effective

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 that parents and carers have opportunities to share and contribute to children's records of development (also applies to care)

- devise a system so that children are observed and assessed in all areas and aspects of the Foundation Stage Curriculum
- review planning methods so that observations and assessments of all children are used to support the planning and delivery of the programme
- develop a system to ensure that children's achievements and plans are shared with parents, encouraging their contributions

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