



# Pluckley Village Pre-School

Inspection report for early years provision

**Unique Reference Number** EY269766  
**Inspection date** 15 June 2005  
**Inspector** Jackie Liffen

**Setting Address** Pluckley C. of E. Primary School, The Street, Pluckley, Ashford, Kent, TN27 0QS  
**Telephone number** 01233 840422  
**E-mail** headteacher@pluckley.kent.sch.uk  
**Registered person** Pluckley School PTFA  
**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](http://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?

Pluckley Village Pre-School opened in 2003. It operates from a classroom in the primary school in Pluckley, Kent. A maximum of twelve children may attend the pre-school at any one time. The pre-school is open each weekday from 09:00 to 11:45 term time only. All children share access to a secure enclosed outdoor play area.

There are currently eighteen children aged from three to under five years on roll. All

of these children receive funding for nursery education. Children come from the local area. The pre-school supports children with special needs.

The Pre-school employs two staff, both of whom hold appropriate early years qualifications. The pre-school receives support from the Pre-School Learning Alliance and Kent Early Years Development and Childcare Partnership (EYDCP). They also receive support from the Ashford Rural Cluster via the school.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children enjoy some physical activities which contribute to their good health such as playing outside on a regular basis. They benefit from being able to rest on bean bags whenever they feel the need. Staff provide nutritional snacks to sustain children and are aware of any particular dietary requirements, however, children are not able to reach any drinks themselves during the morning and their independence is not promoted because they have to ask staff to help them if they are thirsty.

Children's welfare is promoted well because both members of staff hold up-to-date first-aid certificates and are aware of what to do in an emergency. Staff keep efficient records of accidents so that they are able to work with parents and monitor further if a child suffers in any way. Children also benefit because staff know them and their family situations well enough to liaise effectively with parents if they have any concerns.

Children learn the importance of good hygiene and personal care when staff make sure that they wash their hands after using the toilet and before eating. They are encouraged to adopt healthy lifestyles by staff, who are good role-models, and introduce healthy options through stories and general conversation included in the daily routines of the group.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children's risk of accidental injury is minimised by the effective monitoring and safety precautions taken by staff. Most of the areas of the school used by the children are well planned and safe; staff encourage them to be careful of areas such as slippery steps. The school receptionist monitors visitors to the school so that security is tight and children's welfare is always paramount. The registration system indicates arrival and departure times and staff are well aware of the children present at all times.

Children confidently leave their parents and quickly join their friends in the brightly coloured, stimulating, sunny environment, where they can choose from a range of good quality age appropriate toys and activities. They play comfortably and happily at the child-sized tables and chairs or on the playmats laid on the floor.

Although the staffing ratio is sufficient, sometimes children are left with only one adult when others go to the toilet. This means that some children are not sufficiently well supervised when an accident occurs. Staff have enrolled on a child protection course so that their knowledge and understanding of current procedures is enhanced and they are able to work within the area child protection committee guidelines for the protection of children.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children's learning and development is progressing well because the staff have an in-depth knowledge of the Foundation Stage and pre-plan activities according to individual needs. Children quickly become engrossed in their play and are able to explore, experiment and discover in their own time and at their own pace. They also play well with others and encounter a great deal of beneficial peer interaction. Children are happy, enjoy coming to the setting and have a positive attitude to learning which the staff encourage and extend by conversing with them at their level appropriately.

#### **Nursery Education**

The quality of teaching and learning is good because staff know the children well and are able to plan a broad and balanced range of activities and experiences which suit the individual needs of all children. Children are progressing smoothly in all areas because the staff encourage and extend their learning by planning and communicating efficiently. They are able to freely access a range of stimulating toys and activities which interest them and staff allow them time to experiment and assimilate knowledge without interference.

Staff take every opportunity to extend children's learning by asking open-ended questions; they encourage children to talk about their home experiences and relate these to the wider world around them. Children are confident in their use of number as they assimilate knowledge from the interactive posters and are regularly challenged by staff. They are beginning to reason and give explanations of how things work; they concentrate for long periods and are confident enough to take risks in their learning by trying new and less familiar activities without fear of failure. Children practise their emerging skills within a secure atmosphere where the staff encourage children to try things for themselves. Their physical skills are promoted slightly both in the playground and in the hall where staff encourage them to take part in activity stories and other games. However, there are few stimulating activities in the outside area to help extend their ability.

### **Helping children make a positive contribution**

The provision is good.

The setting is proactive in ensuring that appropriate action can be taken when a child is identified or admitted to the provision with special needs. However details

regarding the procedures for appointing new staff need to be finalised so that the staff are suitable to work with children. The group have a number of resources reflecting equal opportunities which children are able to help themselves to whenever they wish. Children are also introduced to festivals and other religious observances so that they become aware of the breadth and variety of religious and multicultural experiences.

The partnership with parents is good and they are invited into the group from time to time so that they can find out how to continue to help their children at home. Staff keep them informed about children's welfare and development by speaking with them, sending out newsletters, keeping the notice board up-to-date and by keeping comprehensive records.

Children's behaviour is generally good and they are aware of the boundaries set by the staff, however, sometimes the level of noise disrupts the session and children are unable to concentrate. Children are quite independent and capable but sometimes during the session staff are otherwise engaged which means that during these periods children have insufficient attention and some become excitable and disruptive.

## **Organisation**

The organisation is good.

Children are progressing very well, supported by the staff's ability and secure knowledge of the Foundation Stage. The leadership and management is good because staff ensure that training, policies, procedures and planning are sufficiently detailed to contribute towards keeping children healthy, safeguarding their welfare and promoting their learning and development. The pre-school's operational plan is a clear and user-friendly document which staff are able to use to evaluate and improve the quality of the service.

Staff meet with the committee chair on a weekly basis so that procedures can be finalised and parents informed and involved in the group in a variety of ways. Although generally the organisation is effective, at times children are not purposefully engaged or receiving appropriate attention, for instance when staff are preparing or clearing away activities. The classroom is small and at times some children become disruptive and want to let off steam, however, overall the needs of all the children are met.

Children benefit because the staff are suitably qualified and able. They are committed to continuous improvement and development and regularly reflect and monitor the quality of their care and education in conjunction with parents and the primary school

## **Improvements since the last inspection**

Since the last inspection staff have implemented a system of recording the time that children enter and leave the facility. They are recording accidents confidentially by

ensuring that one page of the accident book is devoted to each child and have enrolled on a child protection course so that their knowledge and understanding of current procedures is enhanced. The management team are still in the process of reviewing the recruitment policy and adapting it to the pre-school provision.

### **Complaints since the last inspection**

There have been no complaints received by Ofsted since April 2004.

## **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 that the daily risk assessment is clear and understandable
- consider how the deployment of staff can be improved so that children receive sufficient attention at all times

#### **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 childrens' physical capabilities can be enhanced in outside play area

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