

Swanley Preschool Kindergarten

Inspection report for early years provision

Unique Reference Number	127670
Inspection date	18 July 2007
Inspector	Linda Margaret Nicholls
Setting Address	Kingswood Avenue, Swanley, Kent, BR8 8AN
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Registered person	Patricia Heather
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?

Swanley Pre-School Kindergarten was registered in 1989. It is a privately owned group. The kindergarten operates from church premises in Swanley, Kent.

The kindergarten is open from 09:30 to 12:00 Monday to Friday and 12.45 to 15.00 Tuesday, Wednesday and Thursday, term time only. All children have access to a small secure enclosed outdoor play area.

A maximum of 48 children may attend the kindergarten at any one time. There are currently 76 children aged from two years to under five years on roll. Of these 47 children receive funding for nursery education. The kindergarten can support children with learning difficulties and those who speak English as an additional language.

The kindergarten employs 15 staff, of whom 14 have achieved or are attending training in an early years qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn about personal hygiene and good health practices through every day routines. Staff reinforce hand washing before eating food and after messy play. They ask questions to make them think. 'Do we have germs on our hands?' Children respond, 'Not if we wash with soap.' Staff ensure play surfaces, toys and resources are clean using antibacterial solutions when necessary. Children are protected from infectious illness because they do not attend when they are sick. Clear and effective medical records are maintained. Contact numbers are held securely and parents are informed of procedures should a child become ill or require emergency treatment.

Children are offered healthy foods at snack time. They choose between satsuma segments, apple chunks, apricots, raisins, rice cakes and plain biscuits. Children pour their own drinks from small jugs and fresh drinking water is available at all times. Parents inform the kindergarten of any allergies their child may have.

Children enjoy daily planned physical activities in the main hall. They climb and slide, balance bean bags on their heads, walk on pot stilts and scoot wheeled toys. Children cannot independently access the outside area each day. Children stretch their hands above their heads or bend their arms and bodies to the movements of 'I'm a Little Teapot.' They swing their arms and march to nursery songs and rhymes. They know when they need to rest and play quietly at tables or on the floor using the large stencil mats. They develop dexterity and coordination as they decorate fairy cakes with liquorice and raisins, paint with brushes and rollers, thread beads or squeeze and open scissors during craft work.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play safely in secure premises with direct supervision from staff who minimise risk by following safety procedures. The entrance bell ensures access is monitored, the outside play area is secure and visitors details are recorded. Children negotiate easily between equipment and people because there is plenty of floor space. Most activities, such as the home corner and the wheeled toys, are clearly defined. Child height fencing is used as dividers and to display posters. The reading area, however, is uninviting and children do not use it independently of adults. There is good ventilation and natural light. Hazardous items are stored in the kitchen which children do not access.

Children have a good understanding of how to keep themselves and others safe. They know to use the hand rail when moving up or down the steps. They know to protect themselves from the sun, they line up patiently and help tidy away equipment. Children practise fire drills regularly and all fire safety recommendations are met. Public liability insurance is current.

Children are safeguarded because staff know the procedures to follow should they have any concerns. Safeguarding Children training was undertaken in 2007. A detailed written statement explains the process to be followed should there be an allegation of abuse. Local and national contact numbers are available. Parents are informed of the provider's professional responsibilities through policies, procedures and at an initial meeting.

Helping children achieve well and enjoy what they do

The provision is good.

Children play eagerly and make independent choices from a wide range of freely accessible toys and resources. Once registered they move to the home corner, the wheeled toys, or the outside play area. They sit at tables to cut and glue self portraits with wool for hair. They know their work is valued because it is labelled and displayed. Children engage staff easily and chat to them about their news. They listen to favourite stories, know the names of the basic primary colours and recognise purple and yellow make brown. They use a range of mark making equipment, such as chalk, pencils and paint. They learn to recognise numbers and letters and some can write their name. Children learn to keep time as they move and sing to action songs or rhymes, such as 'The Grand Old Duke of York' and 'The Farmers in His Den.' Children enjoy social activities and develop confidence taking part in the local parade where 'we won the shield.'

Nursery education

The quality of teaching and learning is good. Staff are experienced and enjoy children's company. Staff work well as a team to plan and provide resources for activities. They effectively incorporate elements of the Birth to three matters framework and the early years goals of the Foundation Stage. Observations are taken and assessments made to monitor children's individual progress. Starting points are recorded and key workers liaise with parents. Planning is clear, effective and displayed for parents information. Staff are alert to children's interests, ask them questions that make them think and allow them time to explore their developing knowledge and skills.

Children learn steadily as staff continually reinforce and extend children's knowledge. They learn the names of numbers, letters and colours. Staff introduce new words such as 'half,' 'segment' and opposites such as 'high, low' and 'back, front.' They look closely at the illustrations in a favourite book, 'Hendry's Hen' and learn about different ways of writing with dual language books. However, the positioning of the book corner is uninviting and children are not seen to use it voluntarily. They practise letter formation and know to make marks for a purpose. Children enthusiastically learn to keep time using percussion instruments.

They learn the properties of shapes fitting puzzles and construction equipment into place. Children identify numbers, can count and can add one more on. They are fascinated by the sand falling through the sieve. They competently produce their own computer line drawings of a duck on the water. They have daily opportunities to learn about mobile phones, calculators, and equipment in the home, such as vacuum cleaners, irons and barbeques through their role play. Children move confidently and competently as they climb and slide on the climbing frame, balance bean bags on their heads, spin hoops or walk on pot stilts. However, they cannot voluntarily extend their play to the outside area each day. Children have a sense of time and know when to move to another room, when its local market day and that they are 'going to have a haircut.' Overall the provision plans and provides activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

Helping children make a positive contribution

The provision is good.

Children develop self respect and show an established sense of belonging as they are welcomed by name and relate to adults they know. They have access to a range of resources, including toys, books and posters, providing a positive image of race, culture and disability. They learn

about their local community taking part in events such as the annual parade and when they give a summer concert to elders in community care. Families provide information about their preferences and individual requirements. Staff liaise with other professionals and are suitably qualified to support children with learning difficulties or disabilities.

Children are good natured, well mannered and know how to control themselves. They know right from wrong and care for one another and living things. They put their arms around each other and know that they will take their dog to the veterinary surgery because it has 'sore eyes.' Children learn to share and to hand each other cups or tidy up the cups at snack time. They are polite, know right from wrong and learn to share because staff provide consistent explanations for the behaviour they want.

The partnership with parents is good. Children receive continuity of care because written agreements are in place and individual details are recorded. Information is shared daily between parents and staff. Assessment records build through observations and are linked to the stepping stones of the early learning goals of the Foundation Stage. Parents are informed of the Birth to three matters framework. Staff qualifications and professional roles are displayed. The provider takes positive steps to ensure parents are kept well informed. A cabinet in the entrance holds general information as well as policies and procedures specific to the Kindergarten. The complaints procedure and displayed posters provide contact details of the regulatory body. Parents report their children 'love it here,' that their children are 'coming along so well,' and that staff have been 'so helpful. I can't praise them enough.' A recently formed parents' funding committee has raised money for a canopy for the outside play area. Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

Children play enthusiastically, explore and develop their skills supported by caring, professional adults who work well as a team. The environment is spacious and welcoming to both adults and children although the reading area does not encourage children to stay and children cannot independently extend their play outside. The registered provider ensures adults working with staff are suitable to do so. An informal induction is given and progressive professional development is promoted but an induction record is not kept to aid appraisal of staff. The registration certificate is displayed. Required documents are clear, effective and held securely.

The leadership and management are good. Staff apply the Birth to three matters framework and the early years goals of the Foundation Stage to their planning. All staff have received information of the Early Years Foundation Stage and the operational plan indicates future training. Team meetings are held weekly at which whole group activities are monitored and assessed. Children's achievements prior to entry at the nursery are used as a starting point to individual progress. Observations and assessments identify children's individual achievements. Parents are provided with information of their child's progress daily, on request and as a record of transfer. The nursery meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the provider agreed to review the lost child policy and the management of children's behaviour. The lost child policy has been reviewed and adapted, contact details for complaints are in place and staff have refreshed their understanding of behaviour management procedures.

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):

- consider ways to make the book area cosy and inviting to children and ensure children can voluntarily access outside play throughout each session
- consider the development of an individual induction record to use as a starting point for staff appraisals

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 introducing children to the planning and review of their chosen activities

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