

Weaving Pre-School

Inspection report for early years provision

Unique Reference Number 127756

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Inspector Susan Jennifer Scott

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Registered person Weaving 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 outstanding.

WHAT SORT OF SETTING IS IT?

Weaving Pre-School opened in 1971. The group operates from three rooms in the village hall at Weaving, on the outskirts of Maidstone. There is a public play area adjoining the car park and the car park itself is also used for outdoor play. The Pre-School serves the local area.

The pre-school is registered for 42 children between two and five years. There are currently 39 children on roll. This includes 22 funded children. Children attend for a variety of sessions. The setting supports children with English as an additional language and children with learning difficulties and/or disabilities.

The group opens Mondays, Tuesdays, Thursdays and Fridays each week during school term times. Sessions are from 09.30 until 12:00 each weekday, with an option of staying until 13:30 Tuesdays and Thursdays and 14:30 on Fridays. Children bring a packed lunch if they stay after 12:00. During the Summer holidays the group offer places to children between five to eight years, as well as those under five years. Places are booked in advance for this provision.

There are 10 part time staff who work with the children. Seven staff have early years qualifications to NVQ Level 2 or 3. Two staff are working towards a qualification.

The group have a Pre-School Learning Alliance (PLA) constitution and are managed by a committee.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children play in a clean and tidy environment where there are written routines to ensure toys, resources and equipment are clean and hygienic. Children benefit from clear routines and activities that enable them to learn the importance of good hygiene and healthy living. For example, many children independently engage in hand washing before eating and after they have been playing. Good conversations with children reinforce their understanding of hygiene. Staff are considering the use of plates at snack to increase children's understanding of good hygienic habits. Most staff hold a current first aid certificate and are able to administer first aid in the event of an accident. This ensures children's welfare in the event of an accident when parents and emergency contacts are not available.

Children benefit from frequent choices of healthy food and drink at snack times when they enjoy a variety of vegetables, fruits, cheese and biscuits. They benefit from the social opportunities offered to them at snack times when they sit in small groups at tables. Children are encouraged to pour themselves a drink during this routine and can request water whenever they feel thirsty. This reinforces their understanding of healthy eating habits and promotes their independence. Staff use safe systems to ensure that all food and drink complies with parental instructions and children's preferences, enabling them to have confidence in the choices offered.

Children access the outdoor environment, enjoying vigorous physical play on a regular and frequent basis. They show good co-ordination when steering, pedalling and using the scooters. The outside environment is frequently used to enable children to explore the varied play and learning opportunities such as the study of insects. Children also enjoy opportunities to use the climbing and balancing equipment inside.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The premises are secure, with a lobby area where staff can talk to visitors prior to the entering the main room, and where they supervise the collection of children by parents. This protects the children's security. Children benefit from playing in a spacious, well organised environment. They have easy and safe access to a varied range of toys, resources and good quality equipment. These are carefully selected to ensure they are safe for children to use. Resources are used to enable the children to initiate their own play and there are sufficient numbers of child sized chairs and tables to allow children to play in flexible groups.

Children are cared for in premises that are well maintained. Staff have carried out a detailed fire hazard and safety risk assessment of the whole premises using the expertise of a parent. Children participate in emergency evacuation of the premises and staff monitor the procedure to ensure the process is efficient. However, the newest children have not yet participated in an evacuation although they have attended for several weeks. The rooms and outside areas are prepared for children, giving them space to move around whilst having the opportunity to

take risks and face new challenges in safe surroundings. For example, children access outdoor play in an area that has been cleared of parked cars or other possible hazards.

Staff make children aware of their personal safety by reminding them not to run inside. The group also welcome outside visitors to the group who reinforce how children can keep themselves safe. For example, the road crossing patrol person has visited to talk to children about safety. Staff have a good understanding of child protection procedures which enables them to safeguard children's welfare. The policy is available to parents to help them understand the role the group have in protecting children.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive at the pre-school and settle quickly into the happy atmosphere. As a result they are eager to participate in the range of activities provided. They make choices in their play and independently help themselves from a wide range of high quality, interesting resources. These are easily accessible so that children can select the activity of their choice. Children are content to play alone, in small groups or all together for group times, such as the registration routine. Occasionally, the youngest children are not fully involved during such times, this also happens when there is a change in the routines, or the activity is sustained over a longer time. Children receive lots of praise and recognition throughout the sessions, building their self-esteem and giving them a feeling of self-worth.

Children enjoy a good range of activities that are stimulating and well balanced for all ages and include quiet and active games. Some are adult initiated and some free choice, which help children to make progress in their learning and development. For example, the group registration introduces a variety of ideas and activities through recall and discussion of recent events. This enables children to become confident learners. Staff have trained to use the Birth to three matters framework to differentiate activities for the younger children so that these attract their curiosity and promote their confidence. Staff use their assessments of children to build on what they know and can do. Varied activities are carefully planned so that these build upon children's understanding.

Nursery education

Teaching and learning are outstanding. Children are progressing extremely well, supported by the staff's confidence and secure knowledge of the Foundation Stage. Planning is detailed, comprehensively addressing all areas of learning so that children's achievements are clearly linked to the stepping stones. Staff use on-going observations well to plan the next steps for individual learning during keyword activities. Skilful use of observation and assessment by staff who know children well results in very good challenges for all children. Staff carefully adapt the activities to promote achievements of individual children. This helps them meet the needs of all children including those with learning difficulties and/or disabilities as well as those who have English as an additional language.

Children show a sense of belonging as they greet each other and staff on arrival. They are actively involved in play and activities throughout the sessions. They have a high level of independence, freely selecting equipment for themselves and taking responsibility for their personal care. Children's communication skills are encouraged as staff promote their listening and speaking skills and converse about the activities they participate in. Children are encouraged to practise mark making in various practical situations, such as ordering their snacks for their

group from the menu. They use numbers and record them as numerals when counting and recording orders during this routine. Children enjoy participating in everyday activities such as adding one more chair to a stack, or predicting how many are left when one is removed, showing that they understand simple sums.

Children are able to freely explore everyday items and learn through practical play with items such as water and dough. They acquire knowledge of their environment through interesting topics and staff skilfully ensure their learning is relevant and meaningful. For example, activities celebrating festivals such as Diwali and harvest enable children to become aware of their community, time and place. Children are stimulated by the imaginative opportunities in the role play area when they participate in a range of pretend play and extend their communication skills by discussing ideas and roles. The staff extend opportunities for them to explore a variety of art and craft media; for instance, children make musical instruments using everyday items. Children enjoy regular physical exercise in the outside areas, using large equipment to show their prowess and co-ordination. They also use a good range of tools for activities such as drawing, cutting and sticking, supporting the development of their fine motor skills.

Helping children make a positive contribution

The provision is good.

Children benefit from a range of resources reflecting positive images such as posters and pictures, toys and dressing up clothes. These promote a balanced view of society and are used well to reflect the identity of the community. Staff are fully aware of the individual needs and preferences of all the children and work hard to cater for these. For example, they incorporate acknowledgements of thanksgiving into their activities to support inclusion.

Staff make efforts to ensure children with learning difficulties and/or disabilities are integrated into the pre-school, adapting activities to meet their needs and ensuring inclusion by offering a wide range of experiences that supports their individual needs. Children play harmoniously together and respond positively to staff. They have good relationships with staff who have clear expectations of behaviour and make their expectations explicit. For example, children's good participation is acknowledged through the use of a 'treat jar' in which they collect marbles. They receive a treat when this is full. The setting fosters children's spiritual, moral, social and cultural development.

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Partnership with parents and carers is outstanding. Parents are welcomed into the setting and given good information on the activities and on the Foundation Stage curriculum and funding. They have excellent opportunities to discuss their children's progress with the their child's keyworker and other staff. Thorough information is gathered on the registration form to ensure children are cared for according to parents' wishes. An initial assessment of children's development is completed by parents and discussed with the keyworker. Parents are given Individual Education Plans (IEPs) and contact books regularly and their contributions are sought by staff who value their knowledge of their child. Staff work closely in partnership to enable children's development, for example, children benefit from the 'Take home teddy' which supports

home and pre-school links, enabling children to feel a sense of belonging and developing confidence.

Organisation

The organisation is good.

Induction training, policies and procedures are well thought through and effective in keeping children healthy, safeguarding their welfare and effectively promoting their learning. The provision is very well organised. Staff are able to update their knowledge and skills through regular training which is linked to appraisals and professional development to meet identified needs. Regular staff meetings support systems for the induction of new staff and planning for children's progress. The management committee supports staff through fund raising and helping at the group.

Staff ensure methods of working with children under three are appropriate by using the Birth to three matters framework and the Curriculum for the Foundation Stage for older children. These are used to support all children's development and learning effectively. There are practical and informative policies and procedures in place to meet the National Standards. Consequently, children benefit from a staff team that have a secure understanding of good practice. However, the accident and medication records do not protect confidentiality at present as there are several children noted on each page. The required documentation is regularly updated and reviewed as well as being available to parents, although the current version available does not include the correct contact number for the regulator.

Leadership and Management is outstanding. Staff have a very good awareness of the Curriculum guidance for the Foundation Stage and how to apply this in practice to support children's development. The systematic range of planning enables staff to focus activities on all the children's needs with a high degree of skill. They have successfully identified areas to improve the setting, such as providing a cosy area for children to use. The staff work with the management committee to continually review plans to achieve their aims. Parent questionnaires and a recent audit of provision have also been used to assess the provision, prioritise aims and address issues of quality. This has a beneficial effect on the children's development confirming the excellence of the leadership and management of the pre-school. Clear procedures and policies support staff in working very successfully in partnership with parents and carers. The provider meets the needs of the children who attend the setting.

Improvements since the last inspection

The documentation has now been updated and information is available online and as a hard copy. Children now benefit from clear procedures for uncollected children, child protection and the complaints procedure. The records for children's attendance, children's accidents and daily risk assessments are all reliable.

At the last funded nursery inspection the group had two issues to address and these have been improved. Children have opportunities to be challenged and involved at all times and they experiences are stimulating and challenging for individuals.

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 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):

- ensure there are sufficient emergency evacuation drills to familiarise all children with the procedure
- review group routines to ensure that the youngest children are fully engaged at all times
- ensure confidentiality in all record keeping

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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