

# Marden Pre - School Playgroup

Inspection report for early years provision

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<b>Unique Reference Number</b>	127367
<b>Inspection date</b>	01 November 2007
<b>Inspector</b>	Vanessa Wood
<b>Setting Address</b>	Memorial Hall, Goudhurst Road, Marden, Tonbridge, Kent, TN12 9JX
<b>Telephone number</b>	01622 832857
<b>E-mail</b>	
<b>Registered person</b>	The Trustees of Marden Pre - School Playgroup
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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?

Marden Pre-School opened in 1967 and is managed by a voluntary committee of parents. It operates from the main hall and smaller room in the Memorial Hall in the village of Marden. It takes children from the local rural area. The group has access to their own enclosed outdoor area.

The pre-school is open five days a week during school term times only. Sessions are from 09:00 until 12:00. The pre-school is registered to care for a maximum of 40 children aged from two years to under five years at any one time. There are currently 55 children on roll of whom 38 receive funding for nursery education. The pre-school supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

Ten members of staff work with the children. Over half have an early years qualification and two staff are currently on training. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP) and is a member of the Pre-School Learning Alliance.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children are developing a strong understanding of keeping themselves healthy. They know when to wash their hands and why because staff remind them about how germs spread infection. Staff maintain a clean and hygienic environment and clean tables appropriately before children eat their snack. Most staff hold a current first aid certificate ensuring children can be cared for appropriately in an emergency. Staff are clear about their responsibilities relating to recording accidents, any medicine administered and incidents. Children enjoy a very healthy snack during the morning as they select from plates containing a great variety of fruits such as raspberries, grapes, bananas, apples, dried apricots and sultanas. There is also a plate with cucumber, carrot, tomatoes and red and orange peppers. Children learn about healthy eating through daily activities such as cooking when they make vegetable soup and explore and learn about the different vegetables. They have a choice of water, milk or orange juice to drink. Children are developing strong skills in physical development both indoors and outdoors. The outdoor area is well resourced and children enjoy riding on various sit and ride toys as they learn to balance and manoeuvre around the area taking care not to bump into each other. Indoors children enjoy using the trampoline, an activity which is closely supervised by staff, and skilfully use ribbon batons to make circles in the air. As a result of these activities children are developing their physical skills well.

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

The provision is good.

Children are cared for in a warm, welcoming and secure environment. They have the use of two rooms and a secure outdoor play space to enable the large group of children to be divided into smaller groups which reduces the noise level in the main hall. There is plenty of space allowed for all areas of play allowing children to move around safely and with confidence in both the indoor and outdoor space. Furniture is child sized to allow children to sit comfortably as they work and there is easy access to the child size and appropriate toilets. Children learn how to keep themselves safe as staff talk to them about firework night and the dangers of fireworks and they stand away from the table as staff use sharp knives as they cut up vegetables to make soup. Thorough risk assessments are completed and fire drills are practised on a regular basis which ensure children's safety is maintained. Staff have a good awareness of child protection issues, consequently children's welfare and well-being is considered a high priority and is promoted by staff at all times.

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

The provision is good.

Children arrive at the pre-school with enthusiasm and settle quickly through staff's warm welcome and support. They move with confidence around the pre-school showing independence as they make choices about what they want to do and talk to staff about what they are doing. Children are happy and concentrate on their chosen play materials. Staff organise sessions well to ensure children experience a good balance of adult led activities and child initiated play. Children enjoy a good range of activities that are stimulating and suitable for all ages. Snack times are successfully used by staff to enable small groups of children to engage in social activity and to develop learning in all areas of the curriculum.

## Nursery Education

The quality of teaching and learning is good. Children enjoy and learn from a broad and varied range of activities covering the six areas of the curriculum. Clear and detailed planning and assessment systems are in place, which staff use effectively to help children make progress. Staff make good use of observation records to inform their planning, ensuring that all children's individual needs are met. Whole group times are used skilfully to engage all children and encourage them to participate and talk within the group. Children approach staff for support, indicating good, trusting relationships are built. They are interested in the opportunities available and spend time concentrating on self-chosen activities. Children independently organise their play and personal needs, although at times staff are too keen to help. For example, staff offer to help children put on their coats and are eager to help them write their name without giving them time to 'have a go' first.

Children use language for communication extremely well and are developing good listening skills. For example, at registration children confidently tell others about a favourite object they have brought from home. They make good use of the writing materials as they make birthday cards to give to family members. Children develop an interest in books and often sit with staff in the book corner looking at and reading books together. However, staff do not give enough attention to linking sounds to letters during everyday activities. Daily routines and games help children to learn to recognise numbers and to accurately count to ten and beyond. They are beginning to compare numbers and develop an understanding of adding and taking away in the course of practical activities.

Children enjoy many construction activities that help them develop good hand eye coordination. Their interest in the world around them is effectively stimulated by interesting topics and by celebrating different festivals. They are able to grow plants in the outdoor area and nurture these, watching them to see how they develop and grow. Children enjoy and learn from a range of activities that allow them to explore and investigate. For example, they have fun preparing vegetables in order to make vegetable soup. They compare and contrast the different vegetables. They watch as the stock cube melts in the hot water and smell the soup as it cooks. Children really enjoy being creative through painting and modelling with dough. As a large group they clearly enjoy singing well known songs and play instruments in time to the music.

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

The provision is outstanding.

Children's individual needs are extremely well met by the staff who recognise children as individuals. They spend time with children supporting their play and are caring in their interaction with children. Children who take longer to settle are cared for sensitively by staff and made to feel welcome. Staff are skilled in helping children feel valued and as a result children are developing good levels of confidence and independence. They develop an awareness of their own culture and that of the wider world through well planned activities, such as Christmas and Divali. Very good procedures are in place to support children with learning difficulties and/or disabilities. Staff work closely with parents to promote the individual needs of children. They liaise closely with a variety of agencies to ensure that children are included and enjoy their time at the pre-school. Children are very well behaved. They play harmoniously together and respond positively to staff. They build meaningful relationships with staff who have very high expectations of behaviour and promote good manners. For example children are encouraged to listen whilst other children speak at registration and to say please and thank you. Children

willingly help to tidy away toys and staff praise them regularly for their help and good behaviour. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is outstanding. Staff work very closely with parents, providing them with an excellent range of information, including regular newsletters giving details of project work, a clear prospectus and access to policies and procedures. Parents are kept very well informed about their children's progress through regular feedback and consultation sessions which are held three times a year with their child's key worker, focussing on the records of assessment to show children's attainments. All relevant information is gathered on the registration form to ensure children are cared for according to parent's wishes. Parents contribute to an initial assessment of their child to ensure staff have a good knowledge of individual needs and achievements. This enables staff to build on what children already know. Parents are encouraged to become involved in the management committee or to offer whatever support they can.

## **Organisation**

The organisation is good.

Children benefit from a setting which has secure systems in place to support and value them. Most staff are qualified and use their skills to promote children's welfare, care and learning through play. Consequently the pre-school promotes strong outcomes for children. Staff attend regular training, as identified during staff appraisals, to update their knowledge to ensure they are aware of new changes. Documentation is well organised and stored, with the majority of required paperwork in place. However some minor aspects of the operational plan and policies require updating and expanding to fully inform parents of the group's practice. Extremely high ratios are maintained at all times and staff are deployed well, supporting children effectively. This enables them to offer a well run session with good learning opportunities for children.

Leadership and management is good. Children benefit from a strong staff team and a management committee who share common aims and are there to give good support to staff. Staff work closely together to ensure the effective delivery of the programme and experience good support and guidance from the two supervisors, enabling them to be clear about their roles and responsibilities. Staff are skilled, enthusiastic and committed to providing a balanced curriculum linked to the Foundation Stage curriculum.

## **Improvements since the last inspection**

The pre-school was given three care recommendations from the last inspection. To consider ways of enhancing the environment within the main hall to reduce the noise level. To make the book area more attractive and to ensure safety in the garden.

All recommendations have been met. The pre-school is now able to use two rooms and therefore children can be divided into smaller groups which reduces the noise level in the main hall. Staff have purchased more books and seating to ensure the book area is comfortable and inviting to young children. Staff supervise children closely in the garden and stand next to the gates to ensure children's safety.

The inspection for education highlighted several areas for improvement. To provide more opportunities for children to be engaged, challenged and stimulated throughout all activities and to provide activities to give children opportunities to learn to write and good pencil control.

To ensure children had opportunities to develop large motor skills and encourage children to count more and to solve simple mathematical problems.

Staff have improved planning and based this on the assessments they make on children's development in order to meet their individual needs. This has resulted in an improvement in the areas highlighted. Planned activities are also in place for using the outdoor area to ensure children's large motor skills are developed.

### **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.

## **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):

- update the operational plan and policies to reflect recent changes

#### **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 more attention is given to linking sounds to letters during all 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](http://www.ofsted.gov.uk)