

# Twyford Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	127736
<b>Inspection date</b>	21 September 2007
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<b>Setting Address</b>	Lyngs Close, Yalding, Maidstone, Kent, ME18 6JT
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<b>Registered person</b>	The Trustees of Twyford Pre-School
<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?

Twyford Pre School opened in 1960. It operates from the village hall in Yalding and under a separate registration as Twyford Pre School Advanced on a Wednesday from a school room at Yalding Primary School. The pre school serves the local area.

There are currently 31 children from two years to five years on roll. This includes 18 funded three and four year olds. Children attend for a variety of sessions. Systems are in place to support children with learning difficulties and/or disabilities and those children who speak English as an additional language.

The group opens four days a week at the village hall venue, during school term times. Sessions are from 09:15 until 12:00, on a Monday, Tuesday, Thursday and Friday and from 12:15 until 15:00 on a Thursday afternoon. On a Wednesday the group operates from Yalding Primary School from 09:15 until 11:45.

There are five full time members of staff working with the children, four of whom have early years qualifications.

The group is aware that support is available from an Early Years Advisory Teacher and also receives support from Yalding Primary School. The group has successfully completed the Kent Quality Assurance Scheme.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's hygiene practices are promoted well within the setting. Children independently access the toilets and are reminded each time they go to flush the toilet and wash their hands to prevent cross infection. Children have access to anti-bacterial soap and paper towels to dry their hands appropriately. The staff have regular discussions with children regarding germs and personal hygiene to promote their understanding. Good procedures are in place to ensure surfaces are cleaned before children eat and drink. Good systems are in place to promote children's ongoing health needs. Accidents are recorded very well with full details about the event. Medication administration is very safe due to the procedures followed accurately by all staff and the concise records of administration. Both these records are actively shared with parents to promote continuity of care. Existing injuries are also recorded well to ensure injuries are monitored carefully.

Children are developing a good understanding for eating and drinking healthily. Parents are informed of the snack menu for the week which consists of a good variety of healthy options for children to eat. Children are offered milk and water at snack time. Children actively take part in cooking activities where they learn about healthy foods and an awareness that treats are eaten in moderation. Children's individual dietary needs are met well due to the staff's knowledge and records of children's restrictions and allergies.

Children use equipment and outdoor areas well to promote their physical wellbeing. They have access to planned physical equipment such as slides, rockers and trampolines. Equipment is rotated on a daily basis to ensure children use different skills for different equipment. Children's movement is encouraged through structured circle times and action songs and stories such as 'Going on the bear hunt'.

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

The provision is good.

Children play in a safe and secure environment. Children are not able to leave the premises unsupervised due to the good security measures in place; the main door is locked and the garden gate is made secure. No-one is able to enter the premises without a member of staff giving them access. Good risk assessments are in place to ensure children play in a well checked and safe environment as well as with safe and well checked equipment. Staff constantly make checks during the setting up and clearing away process.

Children are able to safely self-select some resources due to the staff's imaginative layout of the hall and equipment. Storage boxes and trolleys are at children's height or floor level.

Effective fire procedures are practiced frequently within the setting, ensuring all staff and children experience and learn about what to do and where to go. Drills are recorded well and evaluated to show their effectiveness. Children regularly go on outings. These are carefully risk assessed and parents are encouraged to attend to allow very good ratios to promote children's

safety and confidence outside the setting environment. Staff gain parent's written consent to take children on spontaneous trips within the village environment. The setting has current and valid public liability insurance displayed for parents to view.

Children's welfare is thoroughly promoted due to the staff's confident knowledge and understanding of safeguarding procedures. Some staff have had previous experiences of child protection procedures and all staff are fully aware of monitoring and record systems used to protect children from harm. The setting's safeguarding procedures give clear details of what to do if allegations are made against members of staff.

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

The provision is good.

Children are very settled, occupied and actively engaged in play throughout the session. Staff give good levels of interaction to the children, showing a genuine interest in their learning and play. Children have access to a good range of resources, some are pre-selected but others are self selected from trolleys and storage boxes within the setting. All areas of play are provided for and encouraged by the staff. The setting provides plentiful space for children to spread their play out and independently extend the use of equipment. Children have a mixture of free choice and structured group activities throughout the session, ensuring children are given opportunities for independent learning as well as through discussions to reflect on their play and learning within the session. The staff have some knowledge of the Birth to three matters framework and are starting to make some good use of the framework to promote younger children's ongoing development. However, the framework is not used effectively to monitor individual children's stages of development.

### **Nursery Education**

The quality of teaching and learning is good. Staff have a good understanding of the Foundation Stage and implement this well throughout the session. Staff use effective planning to initiate individual children's targets, linking their development needs with the planning sheet. Children's development is imaginatively recorded within their individual profiles, using written observations, pieces of work and photographs. These profiles are carefully linked to areas and aspects of learning within the curriculum but do not show children's current stages of development within the stepping stones. Children's development is fully evaluated when they leave the setting by producing good records of transfer therefore promoting their ongoing development. Staff carefully observe children when they first start at the setting but do not gain relevant information about children's development from parents to inform them of their starting points. Good systems are in place to support children with learning difficulties and/or disabilities and those with English as an additional language. An experienced Special Educational Needs Co-ordinator (SENCO) within the group highly promotes children development through effective liaisons with parents and professional bodies. All staff are fully informed of development programmes to support these children. Staff give good levels of support for all children within the session, particularly in circle time where discussion re-enforces children learning linked closely to the activities they have participated in; such as places they have visited linked to the travel agents role play and links to their experiences and the story being read.

Children are confident communicators, they use both simple and complex language, describing their play in details. They have a clear understanding of giving and carrying out instructions from their peers as well as adults. Children are learning to recognise their name throughout several routine opportunities such as registering themselves, snack time and circle time. They

are developing a good understanding of sounds and letters when they bring items in from home starting with the sound of the week. Excellent use is made of songs and books to encourage children to act out familiar stories, supporting their skills of re-telling and predicting. Children are developing confidence with numbers and can count to 10 effectively. Some more able children count higher and have a good understanding of value and numerals. Children have access to plentiful resources promoting their use of mathematical concepts and language such as scales, abacuses and activities involving comparison of height; such as photographs of children at the start of the term and then when they leave the setting.

Some children are very confident users of technology; clearly explaining how to use computers and how to gain further information from them. Other children are gaining confidence to use technology for a purpose such as turning handles and switches to change images. Children learn about plants and growing. They grow flowers in their outdoor area and observe what happens at each stage of growth. Children have a good sense of time and place, effectively talking about places they have been, where their families come from and what they did the previous day at pre-school. Children learn about different cultures and religions through frequent celebrations of festivals and through staff's experiences of travels to different countries.

Children thoroughly enjoy creative and imaginative play. They enthusiastically take part in messy play, learning about what new colours two colours can make and using glue to stick and creative patterns and pictures linked to topics and themes. Children confidently act out roles linked to planned activities using a good range of resources available to extend their imagination. Children use a special clap following a specific rhythm to celebrate children's achievements. Children have good dexterity, using tools well within their play. They develop safe and effective use of scissors in activities such as cutting and sticking and dough, and have support to develop good pencil control.

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

The provision is good.

Children are highly valued as individuals. Every child is personally welcomed into the group by the supervisor, who sits at children's level, making children feel confident and positive about pre-school life. Staff are very aware of children's backgrounds due to positive relationships with parents and very detailed registration forms containing children's information. Children have access to a good range of resources portraying positive images. Therefore children learn about the diverse world and community that they live in.

Children with learning difficulties and/or disabilities have very good support within the group due to the knowledge and sensitivity of the staff.

Children behave very well. They are gaining good relationships with their peers and staff due to positive role models. They understand the difference between right and wrong and clearly explain this to others. The setting's behaviour management statement positively reflects the staff's practices to reinforce positive behaviour from all children using clear explanations and discussions. Children are learning to share and negotiate within their play and are recognised for their achievements with special claps for individuals at the end of the session, making them feel proud and building their self esteem. Children are confident learners who show interest in all activities. They are developing good self help skills such as pouring their own drinks, putting their coats on and making decisions about where they play and who with. Therefore children's social, moral, spiritual and cultural development is fostered.

The partnership with parents is good. Parents are actively welcomed into the session, at the beginning and end of the session as well as participating in children's learning through trips and activities. They are constantly kept up to date with child care issues and learning achievements through an effective contact book. Parents are also encouraged to share children's achievements from home through this form of communication. Parents receive comprehensive information about the setting before children start and during their time at the group. Policies and procedures, as well as how child care is linked to National Standards, are accessible and always available to parents, keeping them informed of the group's legal obligation to children. This includes a full complaints procedure, with a log available to record any concerns from parents. Parents receive frequent newsletters informing them of topics, events and dates related to children's care and learning. Parents are fully aware of the Foundation Stage curriculum used to promote older children's development but have limited understanding of the Birth to three matters framework used to promote younger children's development.

## **Organisation**

The organisation is good.

The setting has good procedures in place to ensure all staff and students working with the children are suitable to do so. Therefore children's welfare is highly promoted. The staff and committee are pro-active in gaining information and completing documentation to ensure changes are made in line with the National Standards and the regulatory body procedures. Robust recruitment procedures are in place to ensure new staff and students receive relevant checks and are appropriate to have unsupervised access to children. All new staff and students receive an excellent induction before and on the day that they start with the group. This includes clear and precise instructions of their duties and access to children.

Staff work to good ratio levels and have effective supervision of all the children, promoting their safety and ensuring they are engaged in activities. Staff are organised well throughout the session to ensure enough staff are available to play and interact with the children at all times; for example, one member of staff prepares the children's snacks and drinks whilst the remainder participate with children at circle time. The setting has a high level of qualified staff, most are qualified to level two or three in Early Years. Children's attendance is recorded effectively. The children register their attendance at the start of the setting by giving their name card to the supervisor sitting at the door, who in turn records their attendance in the register. All children are recorded as leaving the setting at home time.

Children's records and documentation are kept very secure, safe and confidential. Staff do not allow other people access to children's details without consent from the parents.

The leadership and management of the nursery education system is outstanding. The very pro-active committee and staff team are actively involved in the daily running of the group and are prolifically interested in what the children are learning about and how effective the teaching is. Regular meetings are held between the staff and the committee to discuss recognised weaknesses and the improvements to be made. The committee and staff both recognise the valued importance of relationships between themselves, the local school and the toddler club in promoting children's welfare and ongoing successful development. Meticulous systems are in place for monitoring staff's practices and the systems to promote children's learning. Staff have ongoing opportunities to further develop their skills and practices through training and qualification courses. These are highly supported by both the supervisor and the committee. The committee take on the responsibility for gaining additional funding for children who require additional support, rather than the supervisor or SENCO taking valuable time away for the daily

session with the children. The group are immensely committed to the continuing development of the provision and education programme. This is evident through the daily discussion within the staff team, the liaison with the committee, minutes of past meetings, advice from the local authority and the significant use of reference guides. The group have recently identified the need to improve outdoor provision for children. They have very successfully developed a small area to the side of the setting, extensively incorporating every area of learning into the small area. However, they recognise the further need to extend this provision and have acquired a plot to the rear of the setting to provide space for further physical play.

The setting meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

At the last inspection the group was given two recommendations to improve the child care for children and one point to consider towards the nursery education programme.

The behaviour management statement did not include information about bullying. The statement has now been updated and contains full procedures in the event of bullying within the group.

The child protection statement did not contain details and procedures if an allegation was made against a member of staff. This has now been updated with full details of changes within local authority responsibilities and who to contact with concerns or issues. A full statement includes details of what to do if an allegation is made against a member of staff.

The planning for children's learning did not provide for children's differing abilities and was not effectively evaluated to show the effectiveness of the planning. Each key worker now links the planning of activities to individual children's development needs and targets. Activities are fully evaluated within the plans and children's observations of achievements.

### **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):

- further develop systems to promote children's levels of development using the Birth to three matters framework
- extend information for parents regarding frameworks used for younger children within the setting

### **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):

- further develop children's profiles to ensure there is a reference towards children's current stages of development and ensure children's starting points are taken into consideration when planning for next steps

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)