



## Hersden Under 5's Project Playgroup

Inspection report for early years provision

<b>Unique Reference Number</b>	127242
<b>Inspection date</b>	04 July 2005
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<b>Registered person</b>	Hersden Under 5's Project
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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?

Hersden Under Fives Pre-school registered in 1999 and is part of the Hersden Under 5's Centre. It is managed by a committee and receives funding from Kent County Council. The pre-school occupies purpose-built facilities, within grounds of Hersden Primary School and has access to the school's playground and playing fields.

The pre-school is registered to provide 24 places for children aged from 2 to under 5 years. It operates 5 days a week during term time only. Sessions are from 09:00 until

15.00. There are currently 38 children on roll. Of these 26 children receive funding for nursery education. The nursery currently supports a number of children with special educational needs.

The nursery employs seven members of staff, of whom four staff, including the manager hold appropriate early years qualifications to NVQ level II and III. There are currently two members of staff working towards a recognised early years qualification. The pre-school receives support from a Pre-school Learning Alliance development worker and a teacher from the Early Years Partnership.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's good health is promoted in an environment that is clean, bright and maintained to a good standard of hygiene and cleanliness. Effective systems to reduce the risk of infection and prevent the transmission of communicable diseases are implemented, for example, paper towels are provided after hand washing and a sick child policy is in place. Children learn about the importance of keeping their bodies healthy as they enjoy fresh fruit and vegetables at snack time, and access to fresh drinking water, helping to keep their bodies nourished and hydrated. Children learn about good hygiene through the daily routine, for example, general discussion about how germs affect their bodies and the importance of good hand-washing before eating and after using the toilet.

Children develop a positive attitude to physical exercise as they enjoy regular opportunities to move between inside and outdoors, participating in rigorous physical activities, for example running, jumping, hopping and ball games. Access to climbing apparatus contributes to the development of gross motor skills and supports children as they develop their spatial awareness, whereby they climb up, over, through and around different equipment and furnishings both inside and outdoors.

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

The provision is good.

The clean, bright and welcoming environment is carefully prepared and ready for use when children arrive at the group, contributing to keeping them safe. A consistent routine and safety-conscious staff ensure children are able to move around freely and safely, making effective use of the space both inside and outdoors. Toys and resources are stored safely in well-organised, clearly labelled low level units; as a result children are able to self-select and make independent choices of the resources they wish to use. The excellent deployment of staff ensures children are well supported in the activities they choose, thus minimising risks to children as they learn to develop their awareness of the environment and potential hazards they may face. For example the children learn they must hold on carefully when using climbing apparatus and that running is best undertaken outdoors.

Systems for monitoring access to the premises are good and clear, and consistent procedures for the safe departure of children are implemented to ensure children are only permitted to leave the setting with an authorised adult. There are clearly displayed procedures to follow in the event of an emergency, however the procedures are not practiced regularly. As a result not all children are regularly involved in the evacuation procedure to ensure they know what to do in the event of a fire. Children's welfare is safeguarded and promoted appropriately because sufficient staff hold current first aid certificates.

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

The provision is good.

The carefully prepared, well-organised and nurturing environment helps children to settle quickly and embark on a broad range of exciting and interesting activities that encourage and promote all areas of development and stimulate their interests. Staff know the children well, they are caring, sensitive and nurturing in their approach, as a result children are keen to try new ideas, extend their imagination and develop their creativity. Children's confidence and self-esteem is enhanced as the staff praise and encourage them. Children show kindness and consideration to others, they talk and respond with animation and laughter to the staff and their peers. Staff use skilful questioning techniques to engage the children and encourage them to talk and explore language. Open questions help children to think about what they are doing and what will happen next. Systems of planning are undertaken regularly, however this is currently being reviewed because it is organised into the six areas of learning, based on the Foundation Stage Curriculum Guidance. Consequently it does not reflect accurately the developmental needs of the younger children who are not in receipt of nursery education.

### **Nursery Education**

The overall quality of teaching and learning is good. Children arrive confidently and settle quickly. They are keen to begin activities and become animated as they engage with the staff and their peers. Children speak openly and confidently and they receive regular opportunities to sing rhymes and songs, link sounds to letters, and during circle time, tap out the syllables of their names. There are good opportunities for children to attempt writing for different purposes, develop language for thinking, link sounds to letters and extend their imagination through story-telling. Children receive excellent opportunities to recognise their names as they self-register upon arrival and as they leave the setting. A well labelled environment helps children learn that words have meaning, however, children do not make good use of the book corner and story time is sometimes overlooked during the session. Many children count reliably up to 10 and beyond and receive good opportunities to develop all concepts of mathematics through regular planned activities and excellent questioning techniques used by staff. Opportunities for children to develop their skills in designing and making are not always actively promoted. Staff miss opportunities to encourage children to make good use of the graphics area, where they can construct and build designs using different media. Opportunities for children to express and communicate ideas in role play are very good, for example, the home corner is located within the

main play room and it is well-organised and inviting to children.

Most staff have a sound knowledge and understanding of the Foundation stage, this ensures children receive a full programme of good quality education. Curriculum planning is prepared in advance, however it is not implemented rigidly, thus enabling staff to work with children as they guide spontaneous play and learning. Staff plan purposeful activities that provide opportunities for teaching both inside and outdoors. Opportunities for children to engage in activities that they can initiate themselves with appropriate intervention by staff are very good, consequently children are consistently engaged in the learning process, helping them to make progress along the stepping stones. Most staff are familiar with the learning intention of the activities provided, resulting in good opportunities to move children on to their next stage of learning. Opportunities to arouse children's thinking are promoted as staff use excellent questioning techniques that stimulate the children's interests and enables them to build on what they already know. Staff have high expectations of children's ability and ensure all children receive sufficient challenge in the activities provided. The special needs co-ordinator is very secure in her role and individual education plans are in place, completed in partnership with parents and updated regularly, however they are not yet linked to the Foundation stage.

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

The provision is good.

Children are very settled and enjoy a consistent and organised routine which affords them opportunities to be active and relax. Excellent relationships continue to evolve between the children, their peers and the staff; consequently children demonstrate care and respect for others. All children are respected and valued as individuals, differences are embraced and all children are treated with equal concern. Staff demonstrate kindness, courtesy and good manners amongst themselves and towards the children, as a result children learn the importance of respect and develop excellent social skills. Access to a broad and balanced range of resources that reflect the diversity of the society in which they live, and celebrations of festivals from around the world, help children to learn about different lifestyles and the wider world.

A well-organised routine, carefully prepared environment and strong relationships with staff ensure the children have a clear understanding of the boundaries in which they are cared for. As a result, children's behaviour is good and resources are very well used, helping children to extend their concentration and promote all areas of development and learning. Children with special needs are fully integrated into the group, whereby they are well supported by the staff team. Individual education plans are prepared by the special needs co-ordinator to ensure activities are adapted whenever necessary and close liaison with outside agencies contribute to enabling all children to meet their full potential.

Partnership with parents is good. The regular verbal exchange of information, regular newsletters and displays help keep parents informed about their children's care and learning. Formal systems to share developmental records with parents continue to develop, whereby open afternoons are organised to encourage parents to speak

formally to their children's key worker, sharing in the care and education of the children. Although written policies and procedures are accessible to parents, there are no systems in place to ensure parents are kept up to date with them.

Overall, children's Spiritual, Moral, Social and Cultural development is fostered appropriately.

## **Organisation**

The organisation is good.

Overall the provision meets the needs of the range of children for whom it provides care and education.

The day to day organisation of the setting is good and contributes to the positive outcomes for children. As a result, all children receive a broad and balanced range of opportunities to meet their individual needs and they are afforded good opportunities to access freely a full range of interesting and stimulating activities to develop their creativity and support their learning.

Although some of the staff hold relevant qualifications in childcare and education, all staff are encouraged to access regular training to build on their skills and enhance their practice in the pre-school. The induction procedure for new staff is informal and policies and procedures do not accurately reflect the service offered or the ethos of the group. As a result, there are no clear systems in place to ensure all staff working in the group are familiar with the policies and procedures, for example some staff are insecure about procedures to follow in the event of a child protection concern. All mandatory documentation and parental consents are in place and most are completed correctly. The certificate of registration is displayed along with details of the group's public liability insurance, as a result parents are easily able to confirm details of the pre-schools registration.

Leadership and management of the setting is good. Systems for monitoring, reviewing and evaluating the effectiveness of the nursery education within the setting are informal; however, the manager and supervisor have a clear understanding of the Foundation stage curriculum. Consequently support for staff with planning a broad and balanced range of learning opportunities to help move children on to their next steps in learning is good. The excellent organisation of the setting and expertise amongst the management team ensures all children receive a broad and balanced programme of activities that promote all areas of development and learning, thus providing children with good opportunities to build on what they know and learn new skills. All staff undertake observations and assessments on the children, although systems for identifying what children need to learn next continues to evolve.

## **Improvements since the last inspection**

At the last care inspection the group were asked to review and evaluate policies and procedures. Limited progress has been made in addressing this issue, however a new manager has been appointed since this inspection and she is aware of the

importance of ensuring the policies and procedures reflect the service and ethos of the group, in line with the requirements of the National Standards.

At the last S122 education inspection for funded children there were no key issues identified, although it was recommended as a point for consideration, that the group clearly indicate in the planning documents when activities are to take place outside. Some progress has been made addressing this issue, whereby separate planning for outdoors was prepared. However, the group are currently updating their system of planning and assessment. They will ensure the new system of planning incorporates outdoor play.

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

There have been no complaints since the last inspection.

## **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):

- continue to review and monitor all policies and procedures that reflect the practice in the pre-school, in line with the requirements of the national standards and ensure they are known by both parents and staff
- continue to develop the system of planning and assessment for younger children, for example; by the use of Birth to three matters

#### **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):

- review location of the book area to encourage children to make effective use of the books and ensure stories are a regular feature of the routine
- continue to develop the system of planning and assessment in order to clearly identify and plan for children's next steps in learning

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