

West Kingsdown Preschool

Inspection report for early years provision

Unique Reference Number	127761
Inspection date	19 October 2007
Inspector	Stephanie Graves
Setting Address	School lane, West Kingsdown, Sevenoaks, Kent, TN15 6JN
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Registered person	The Trustees Of West Kingsdown Pre School 1029575
Type of inspection	Integrated
Type of care	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.

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?

West Kingsdown Pre-school opened in 1965. The group operates from two rooms of the pre-school and the old school hall. It is situated in West Kingsdown, Kent. A maximum of 66 children may attend the setting at any one time. The pre-school is open each weekday from 09.15 to 12.15 during term times. Additional hours will also be available from the spring term from 13.00 to 15.30 on Monday and Thursday afternoons. The group also offer sessions on a Monday, Wednesday and Friday from 09:00 to 12:30 in the Old school hall. All children share access to a secure enclosed outdoor play area.

There are currently 60 children aged from two to under five years on roll. Of these, 30 children receive funding for nursery education. Children mainly come from the local area. The pre-school supports a number of children who speak English as an additional language.

The group employs 16 members of staff. Of these, 13 hold appropriate early years qualifications, one is working towards a qualification and four staff are about to commence level four training.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children have many opportunities to learn about good health. For example, many independently wash and dry their hands, which helps them learn about personal hygiene. The younger children are prompted by staff who may ask 'what do we need to do now?' as they complete a messy activity. This helps them to remember when and why they need to wash their hands. Children benefit from the effective hygiene routines implemented by staff, for instance, when tending to children's personal care needs or cleaning surfaces. Antibacterial soap is provided and staff also use hand gel between hand washes to help prevent cross infection at all times. Children are well cared for if they have an accident or become unwell. This is because several staff are first aid trained and accident and medication records are in place along with written parental consent to seek emergency medical advice or treatment. This helps to make sure children receive appropriate care and follow up. Children take part in many activities which promote their developing physical skills. They are provided with several comfortable areas to rest, which helps to ensure their sense of wellbeing is promoted.

Children enjoy many opportunities to be active through the nursery education curriculum. For example, they use climbing apparatus, where they can practice climbing up, down, over, under and through the structure, as well as running, balancing and playing with ride on toys in the outdoor area. There are many experiences available for children to practice their fine manipulative skills. For instance, they enjoy making marks, constructing and manipulating malleable materials. These opportunities help to develop their bodily strength and co-ordination. Children learn about the effects of exercise as they clap their hands, bend knees, jump, stretch and march around to action songs. This helps them to learn about the importance of exercise.

Children eat snacks that are freshly prepared, attractively presented and promote healthy choices. They have access to drinking water at all times to help keep them hydrated. Children learn about healthy eating through the daily activities and routines. This encourages them to play an active part in learning about eating healthily. A sample snack menu is available to parents and include options such as, bread sticks, finger vegetables with dips and a selection of fruit. Parents help to contribute towards the preparation of snacks and children's dietary needs are met through clear agreements between parents and the pre-school staff.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's safety is considered well within the pre-school. This is because staff ensure the premises are secure, supervise children closely at all times and ensure they have plenty of free space to move around and play. This means they can play and learn within safe boundaries and can easily access the resources available. Toys and equipment are checked regularly to ensure they are safe and suitable for children's use and staff ensure any hazardous equipment is inaccessible. As part of the risk assessment and daily visual checks, any equipment that is broken is made inaccessible to the children to help prevent accidental injury. The necessary facilities help to ensure safe access, for instance, low level toilet amenities and the use of soft matting around climbing equipment. This helps to promote children's safety and independence. Children are learning how to help keep themselves and others safe through good staff explanations. For example, staff encourage all children to move around safely during music and movement activities and explain why it is important to use role play items carefully, for instance, when

brushing one another's hair. The emergency evacuation procedure is practised regularly, which helps children develop a good awareness of personal safety.

Children's welfare is promoted effectively within the nursery because staff have recently updated their knowledge and understanding of safeguarding procedures to ensure children are well cared for at all times. They understand the signs and symptoms of abuse, follow clear procedures if they have any concerns and know what to do regarding referral processes. The procedures in place help to ensure children's welfare and safety remains the priority.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive confidently and settle well within the pre-school. They receive a warm welcome which helps them to feel secure and forge good relationships with their carers. The setting is very bright and stimulating and children have free access to a wide range of toys, resources and activities. These cover all areas of learning and development and help them to progress. Staff have a good awareness of children's needs and plan to meet their individual learning requirements. The Birth to three matters framework is used for children under three years of age and staff observe and monitor their progression. This ensures they are provided with appropriate experiences which build on what they already know. Younger children are provided with plenty of stimulating activities which help to promote their learning and enjoyment. For example, they demonstrate great curiosity as they make 'clouds' using craft resources and explore the texture of glue and silver glitter on their fingers. Staff promote language and communication by continually encouraging children to use language to describe what they are doing. They ask questions, such as, 'how does the paint feel on your hands' as they take part in a finger painting activity. This helps children think and respond as they play. Children take part in outdoor activities eagerly. For example, they become fully engaged as they 'make toast' on a role play barbeque, 'mow the lawn' with a toy lawn mower and play with sand or ride on toys. They enjoy stories and can freely access a range of books in well planned, attractive areas. A wide display of environmental print helps children to locate resources and begin to promote their pre-reading skills. They take part in action songs and rhymes, which helps them to develop confidence as they join in with group activities. Children's creations are attractively displayed throughout the setting, which contributes towards them developing a sense of pride in their achievements.

Nursery education

The quality of teaching and learning is good. Children's progress is charted well, which means they are moving through the stepping stones towards early learning goals. Their learning and achievements are good in relation to their initial starting points and individual ability. This is because they are observed and assessed from when they start at the pre-school through to when they leave the group. Staff implement the Foundation Stage well and provide a broad and balanced curriculum. Children benefit from very good teaching methods, which result in them remaining interested, focussed and highly involved in what is happening. All staff contribute towards the planning and the next steps needed in children's learning, inform their individual play plans. Regular evaluations help to monitor the success of the experiences provided.

Children are becoming independent learners as they enjoy regular opportunities to freely select activities that interest and motivate them. Their confidence and self esteem is promoted well by staff who continually praise them for their achievements and good behaviour. As a result,

children are well behaved. They know staff are approachable and are not afraid to seek help or support. This helps to ensure their individual needs are addressed. There are many opportunities for children to learn new vocabulary. For instance, as they 'tap' nails with hammers and call out 'bang, bang, bang' as they imitate the noise made. They learn to recognise their own names and attempt to write for a range of purposes, such as, writing their names on their drawings and other creations, or making lists and notes during role play activities. They can freely access a good variety of mark making tools, both indoors and in the outdoor play area. They enjoy books and listening to stories and can access quiet, comfortable areas where they readily settle down to explore a favourite book with staff or one another.

Children are exposed to ongoing opportunities to explore numbers and counting. Staff encourage this during routine activities, including morning circle time or when getting items ready for snack time. They learn about shape through puzzles and activities, including identifying a 'square' and a 'rectangle' to make windows and doors during an art and craft activity. They explore size using mathematical language, for instance, as they take part in activities where they identify and match 'big' 'medium' and 'little' plastic puppies to corresponding cards. A range of games, puzzles and resources are freely available. These experiences help to provide children with a range of mathematical experiences.

Children enjoy the outdoor environment where they grow their own bulbs and talk about cattle in a nearby field. They talk about the pre-school pet fish 'coming out through a hole in the rock', then talk about having frogs in the garden at home and seeing a heron. Staff listen attentively and respond appropriately which helps children to extend their knowledge of the natural world. They follow the routine well and, therefore, know when it is time to tidy away or get ready to go home. Children enjoy using programmable toys. For example, they learn to predict and develop a sense of direction as they program a robotic toy to turn left or right and to go forwards or backwards to arrive at a designated point on a street mat. This also helps them identify land marks found within local communities.

Children enjoy taking part in activities which help to develop their hand eye co-ordination. They

practise using scissors or constructing their own models from recyclable items. They have regular opportunities to be active both indoors and outside, which helps to ensure their developing physical needs are addressed. Children are creative and enjoy moving to music and action songs as well as taking part in role play. They use resources, such as, a role play shop complete with shopping trolleys, baskets and produce which helps them represent real life scenarios through their play. They use art and craft materials to create houses and can be heard talking about who they have drawn in the different windows. Staff extend concepts well through effective questioning, which results in children thinking and talking about their own homes and families.

Overall, the provision plans and provides a very good range of experiences and play opportunities, to develop children's emotional, physical, social and intellectual capabilities.

Helping children make a positive contribution

The provision is good.

Children are welcomed and treated according to their individual needs within the pre-school. Younger children are regularly acknowledged and affirmed which helps them develop a sense of belonging and self assurance. All children are treated with equal concern which helps to ensure they are all included and valued equally. Staff are fully attentive and enjoy being with

the children, which helps to develop their confidence when making choices or seeking help. Children learn about the similarities and differences between themselves and others through a good selection of toys, resources and experiences, which promote positive images of diversity. They contribute to the community and wider world, for example, by fund raising for various charities and recycling materials to help protect the environment. This helps them to understand about issues in the wider world. Children speaking English as an additional language are well supported in partnership with their parents, which helps to ensure they are included appropriately.

Children are well behaved because staff provide a range of experiences that keep them involved and interested throughout the session. They are taught the difference between right and wrong and staff are good role models. They encourage good manners and manage children's behaviour in a way that promotes their welfare and development. They praise them frequently for individual achievement and good behaviour. As a result children are settled, polite and respectful towards staff and one another. They benefit from consistency of care because staff work closely with parents to meet their needs. Information is shared and parents feel included and involved in pre-school life. They feel informed about children's progress and value the service provided. The provider takes positive steps to ensure that parents are kept well informed about all relevant policies and procedures, although the written complaints procedure does not contain all the necessary detail.

The partnership with parents and carers is good. Parents of children in receipt of funding for nursery education feel they receive good quality information and feel included and involved. They have frequent opportunities to share and contribute towards their children's individual progress records. Newsletters help to inform parents about future planning although shorter term plans are not currently shared. Parents are invited into the pre-school to share their special knowledge and skills with the children. These opportunities help to reinforce children's enjoyment of the activities provided.

Children's spiritual, moral, social and cultural development is fostered. They play very well together and learn to share and take turns. They eagerly take part in the stimulating and interesting experiences provided and often demonstrate great excitement as they play. They explore and investigate the many activities available and engage themselves in a variety of stimulating play and learning experiences, which help to develop their social skills. Children enjoy frequent opportunities to share their home news and interests with staff who demonstrate genuine interest in what they have to say, which helps to promote their self esteem.

Organisation

The organisation is good.

Children are cared for in a safe, stimulating and very well organised environment. They enjoy good relationships with the staff and have access to a wide range of play and learning experiences. Effective systems are in place to ensure the adults working with children are suitable and staff training needs are regularly identified and addressed. The registration certificate is displayed and although the complaints policy has not yet been updated, all the necessary records are in place and made available to parents. Daily attendance records for children, staff and visitors are up to date. Children's welfare, care and learning are a priority and this is reflected in the variety of policies and procedures, which help to underpin the group's professional practice.

The leadership and management is good. Staff apply the Foundation Stage well and there are clear aims in place for the personal development and achievements of all the children attending. Planning covers all areas of learning, although not all plans are currently shared with parents. Staff integrate care and nursery education effectively through planning and providing for children's individual needs. This helps to promote successful outcomes in all areas of children's development. The provision of toys, resources and other equipment is very good and children are progressing well. The quality of teaching and learning is monitored well, which means the overall effectiveness of the curriculum is evaluated appropriately. The setting enjoys close links with local primary schools, which helps to prepare children for school life.

The group is very reflective and committed towards the ongoing improvement of the provision. This is evident in the regular self-evaluation exercises, which help to ensure children are receiving high quality care and a good variety of opportunities to play, learn and develop. The pre-school provides a professional service. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection the provider received two recommendations. These included ensuring more able children have opportunities to develop independence and to inform Ofsted of staff changes. The recommendations have been addressed. Children experience regular opportunities to develop independence within the activities and routines provided. The provider is aware of informing Ofsted about all relevant changes.

At the last inspection of nursery education, four key issues were raised for improvement. These included ensuring differentiation was monitored to suit children's ages and stages of development, to review the organisation of group activities and to develop opportunities to promote children's communication, social and mathematical skills. The key issues have all been addressed. Children's individual needs are planned for and monitored in individual plans, group activities work well for the children attending and all areas of learning and development are promoted well.

The provider has taken steps towards improving the service provided and ensuring children can play and learn in a safe, secure and stimulating environment.

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

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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 written complaints procedure for parents to ensure it reflects all current requirements.

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):

- continue to promote the partnership with parents by sharing the planning and routines.

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