

# White Oak Pre-School

Inspection report for early years provision

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| <b>Unique Reference Number</b> | EY273447  |
| <b>Inspection date</b>         | 03 October 2007                                       |
| <b>Inspector</b>               | Linda Margaret Nicholls                               |
| <b>Setting Address</b>         | The Willows, Hilda May Avenue, Swanley, Kent, BR8 7BT |
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| <b>Registered person</b>       | Kent County Council Social Services                   |
| <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?

White Oaks Pre-School was registered in 2004. It is managed by Kent County Council Social Services. Registration is for a maximum of 26 children. There are currently 24 children on roll, of whom 22 receive funded nursery education. The pre-school is situated on The Willows site in Swanley, Kent. There is a secure area for outside play. The group offers two sessions a day from Monday to Friday 9.00-11.30 and 12.45-15.15. There are five staff, all of whom have appropriate early years qualifications. The pre-school operates within the High Scope format.

### THE EFFECTIVENESS OF THE PROVISION

#### Helping children to be healthy

The provision is good.

Children learn about personal health routines through everyday experiences. They wash their hands after messy play and before eating snacks. They use the soap dispensers at the child height basins and take tissues if they need them. However, not all children walk across the room to put tissues in the bin. Children know to wear aprons when they paint or put on their

coats when they go outside to play. Staff ensure play surfaces, toys and resources are clean, using anti-bacterial solutions as necessary. Clear and effective medical records are maintained confidentially. Accidents are recorded, signed and emergency procedures are followed. Children do not attend if they have an infectious disease, which helps prevent cross infection. Emergency consents and contact numbers are held on personal files should children become ill or there be an emergency.

Children enjoy a range of planned activities to develop their physical skills through nature walks in the grounds and daily outside play. They twist and turn, pedal and scoot. They climb, slide and use two arms to proudly catch a ball. Children know when they need a rest, they go inside to sit on cushions and look at books or sit at tables to play quietly. They have plenty of opportunities to develop hand and eye coordination. They use pencils to colour, glue sticks for craft work, swirl and daub paint or twist and turn their wrists to follow the grooves of a maze puzzle.

Children benefit from a range of healthy snacks, such as pieces of fresh fruit, vegetables and raisins. Fresh water is available at all times. Snack time is a social affair as adults encourage them to talk about foods they like. They learn to sit to eat, to take turns, to be patient and to be polite.

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

The provision is good.

Children play safely in secure premises because staff supervise them at all times and minimise risks by following safety procedures. Access is monitored, the garden is fenced and visitor details are recorded. There is plenty of free floor space for children to move around and extend their play. Children make independent choices from equipment that is accessible and attractively presented. Areas of activity, such as cushioned book corners, the computer area, small world play and table top toys, are clearly defined. There is good ventilation and natural light. Hazardous items are stored in cupboards which children cannot access.

Most children have a growing understanding of how to keep themselves and others safe. They help tidy away toys and learn to respect each other's personal space. Staff are alert to children's moods and deflect unwanted behaviour. Fire safety recommendations are in place and fire drills are practised regularly. An evacuation plan is displayed and children know what to do in the event of an emergency. Public liability insurance is current.

Children's welfare is promoted because staff are highly experienced and know the procedures to follow should they have any concerns. Safeguarding Children training was undertaken in 2007. The group has an 'Always Ask' policy which is explained to parents at an initial meeting. A detailed written statement explains the process to be followed should there be an allegation of abuse against a member of staff or other adult. Local and national contact numbers are available. Parents are informed of the provider's professional responsibilities through policies and procedures.

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

The provision is good.

Children plan and make independent choices from a wide range of freely accessible toys and resources. They put on aprons to paint and experiment with icing sugar, colouring and water. They sit at tables to colour and draw. Children engage with staff easily, asking them to share

books in the cosy book corner or to play outside with them. They use a range of mark making equipment, such as crayons, pencils and paint and some attempt to write their name with a flourish. Children develop confidence as they catch a ball with two hands or use a microphone to sing. They join in songs such as 'Miss Polly' or 'Incey Wincey Spider', mirroring the actions. Craft pictures and crayon drawings are displayed so they know their work is valued. Children are attentive when a story such as 'Dizzy's Walk' is read and follow through with imaginative play with the soft toy dogs.

## NURSERY EDUCATION

The quality of teaching and learning is good. Experienced staff work well as a team to plan and provide resources for activities. They effectively incorporate elements of the Birth to three matters framework and the early years goals of the Foundation Stage. Observations are taken and assessments made to monitor individual children's progress. Planning is clear, effective and displayed for parents' information. Appraisal of whole group activities at team meetings differentiates abilities and achievements. Staff are caring and alert to children's moods and interests. They allow them time to explore and ask them questions to reinforce memory and make them think.

Children learn steadily as staff reinforce and extend children's knowledge. They learn the names of things, animals, and positions as staff introduce new words such as spider, microphone, here and there. Children concentrate and focus on illustrations in a book. There are no bi-lingual books on display each day. They learn to keep time clapping to action rhymes and to count. They learn the properties of shapes, fitting wooden discs in sequence onto pegs. They experiment with paint and glue to make a joint display of snakes, tree trunks and leaves. Children are fascinated by the blend of colours in the paint and the flow of dry sand through their hands. They learn about everyday items such as cassette players, mobile phones, microphones, scales and computers.

Children proudly place a painting on the drying rack. They know their work is valued. They show they care for others and living things as they hand each other pens or play sensitively with the soft toy dogs, describing the smallest as going to 'speak to their daddy', the largest. Children are learning to be polite and to share because staff provide consistent explanations for the behaviour they want, such as taking turns with equipment. Children move confidently and competently as they extend their play from their room into the outside play area, although they do not have access to mark making equipment outside. They develop dexterity and coordination as they fit puzzle pieces together, push a car along the grooves of a maze puzzle or use the computer mouse. Overall the provision plans and provides activities 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 by staff who enjoy their company. Children learn about similarities and differences through toys and resources that promote positive images of diversity. These include musical instruments, dressing up clothes, food tasting, and local or national events and festivals. However dual language books are unavailable daily. Children receive consistency of care because families provide information about individual requirements and cultural preferences. Children with learning difficulties or physical disabilities are well supported. Staff work with other professionals when this is required. Children are learning to distinguish between right and wrong with a traffic light system, which is shared with parents to provide continuity. Staff

praise them for their achievements and constructive behaviour, such as sitting patiently or putting on coats. Children learn to cooperate with each other, for example, taking turns on equipment or sharing resources.

The partnership with parents is good. Children receive close and consistent care as staff support their individual needs. Written agreements are in place and individual records are secured in a metal filing cabinet. Curriculum plans are displayed as are the aims relating to the early learning goals. Parents say their children have 'settled in good' and they 'like it here.' Parents feel staff are easy to talk to and give them information about their child's day. The display of staff roles, responsibilities and current achievements is incomplete. The provider takes positive steps to ensure that parents are kept thoroughly informed of all relevant policies and procedures. Children's spiritual, moral, social and cultural development is fostered.

## **Organisation**

The organisation is good.

Children are gaining self confidence in a well ordered and colourful play environment. They are encouraged and motivated to initiate their own play and learning using the High Scope method. Staff are kindly, caring, professional and experienced. They show a good understanding of how children develop and learn. Children are challenged and given time to explore relationships as well as reinforce their developing skills. However, they do not have daily access to dual language books, do not have access to mark making equipment in the outside area and the disposal of used tissues is haphazard. Children's welfare, care and learning are promoted with effective policies and procedures which are updated to meet current and legal requirements.

The leadership and management is good. Management of the pre-school is professional and forward thinking. Staff are competent in their current knowledge of the Foundation Stage and use the Birth to three matters framework to engage children's imaginations. The manager ensures staff are suitable to work with children. Team members are well supported and encouraged to continue their professional development. Weekly meetings continuously evaluate and appraise their planning and the outcomes. The display of staff roles, responsibilities, qualifications and recent training is incomplete. The effective operational plan identifies future training plans. The provision has initiated a quality assurance programme, the Early Childhood Environment Ratings scale. The registration certificate is displayed. All required documents and records are clearly and securely maintained. The pre-school meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last inspection the provider agreed to recommendations to ensure confidentiality of medication records and conduct risk assessments of the premises identifying actions to be taken. Children's privacy is protected and their safety is assured because the provider keeps medication records confidential and conducts regular, dated, risk assessments of the premises and the outside play area.

## **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):

- consider extending the display of staff information to include individual professional roles and qualifications
- consider placing boxes of tissues near waste bins so that children can be consistent with their good health practices.

#### **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):

- consider extending mark making equipment into the outside area and to present dual language books daily

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)