

# Ditton Church Pre-School

Inspection report for early years provision

---

<b>Unique Reference Number</b>	127147
<b>Inspection date</b>	23 November 2007
<b>Inspector</b>	Susan Jennifer Scott
<b>Setting Address</b>	Ditton Church Centre, New Road, Ditton, Aylesford, Kent, ME20 6AG
<b>Telephone number</b>	01732 873798 07845 921621
<b>E-mail</b>	dittonchurch@btconnect.com
<b>Registered person</b>	Ditton Church 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?

Ditton Church Pre School opened in January 2001. It operates from two rooms at Ditton Church Centre in Ditton, on the outskirts of Maidstone. The pre school serves the local area.

The group are registered for up to 30 children between two and five years. There are currently 62 children from two and a half years to five years on roll. This includes 50 funded children. Children attend for a variety of sessions. Children who have learning difficulties and/or disabilities are welcomed, as are children who speak English as an additional language.

The group opens five days a week during school term. Sessions are from 09:15 to 11:45 Monday to Friday and from 12:30 to 15:30 on a Monday, Tuesday and Thursday.

Eight part time and one full time member of staff work with the children. Six members of staff have an early years qualification. Two members of staff are currently on training programmes. The setting receives support from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children frequently enjoy a varied range of energetic physical activities that contribute to a healthy lifestyle. They develop confidence in their physical skills through using a range of vigorous outdoor equipment, such as stilts, hoops and balls. Resources and equipment are varied and thus support children's interest in experiencing activities that promote their physical, as well as other, abilities. Children enjoy their outside play and are beginning to understand the effects of this on their bodies.

The children are protected from infection by the good practice of staff who use a variety of information on health to support their practice. The record keeping and documentation ensures parents are informed of accidents and injury so that children's health is protected. Children's welfare is further enhanced by the training that staff have in first aid skills and the administration of specialist medication, such as insulin. This means that in the event of a medical emergency staff can deal competently with concerns.

Children play in a clean and tidy environment where there are good routines to ensure toys, resources and equipment are clean and hygienic. Children participate in activities and topics that enable them to learn the importance of good hygiene and healthy living. Staff encourage hand washing before eating and when children use the toilets. As a result, children's skill in managing their personal hygiene is developing well.

Children benefit from a choice of healthy food and drink at the snack bar which is open for approximately an hour during the sessions. Staff willingly provide food if children have decided not to eat at this time though. Children confidently help themselves to a variety of vegetables, fruits and toast, enjoying the social opportunities when they choose to sit at the table and eat or drink with friends. Most children independently pour themselves a drink of fruit squash or water during this routine and can help themselves to water whenever they feel thirsty. This encourages children to develop healthy habits and promotes their independence. Staff have good systems to ensure that all food and drink complies with parental instructions and children's preferences, enabling children to have confidence in the choices offered.

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

The provision is good.

Children arrive happily and settle well. They benefit from a well maintained and attractive environment where they have individual coat hanging facilities. Children benefit from good security measures inside the pre-school and staff ensure they are closely supervised when accessing the secure outside play area. The displays of children's work, such as the firework picture and individual paintings, show that staff value children's contributions, encouraging a sense of pride. There is a variety of information displayed, such as an invitation to a coffee morning, which welcomes parents.

Children have easy and safe access to a stimulating range of toys and resources that are carefully selected to provide interesting play opportunities. They are able to request any resources which are not put out. Resources and varied play areas, such as the garden, are used skilfully to meet the needs of the children effectively. There is a system to ensure the activities are varied each session which means that children are interested and involved in their play.

Children's risk of accidental injury is minimised by clear procedures, such as risk assessments which are used to ensure effective safety measures are in place. However, there is no regular testing of electrical items. Good security at the entrance to the provision and use of the visitor book enables children to feel safe and secure. Staff provide sensitive explanations to children to enable them to understand why some things are unsafe. For example, children learn that it is dangerous to run indoors because they may bump into other children and hurt them. Consequently, children experience opportunities to develop an awareness of how to keep themselves and others around them safe. Children have a good understanding of the procedures to follow in the event of a fire because these are frequently practised and logged.

Staff have a clear understanding of the child protection procedures and know what action to take if they have concerns about a child in their care. This enables staff to act in the children's best interests and safeguard their welfare.

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

The provision is good.

Children take part in interesting activities throughout the session. They are confident learners who play happily with each other. Children learn to take turns and respond to others as they use role play, construction resources and books. However, the book area is limited in its use by the children as it does not offer shelter or privacy for children to enjoy frequent, independent use of books, although there is an appealing selection of these. Staff awareness and good use of the Birth to three matters framework is successfully building upon children's achievements, enabling good progress.

Children enjoy painting and varied opportunities for them to regularly use resources to promote development of their senses, such as shaving foam and pasta. They also use magnets and kaleidoscopes to promote exploration and learn about the natural world. Children learn to make connections as they choose their favourite things to play with. They discuss the colour of the week, for example, when using the red playdough. Staff ensure children receive good support during the programme which is based on topics to capture and sustain their interest.

Nursery Education.

The quality of teaching and learning is good. Children are progressing extremely well, supported by the confidence of the staff and their secure knowledge of the Foundation Stage. Planning is clear and sufficiently detailed to cover all areas of learning and effectively build children's individual skills within the programme of activities. Children's achievement is clearly linked to the stepping stones. Staff use regular observations to plan the next steps for their learning. Skilful use of methodical assessment methods results in good challenges for children as staff adapt the activities to promote achievements of individuals.

Children extend their understanding across a range of experiences because staff effectively promote good conversations during activities and routines, such as snacktime. As a result of the good interactions with staff, all children are making good progress in their social and emotional development. For example, they are keen to share information about their home lives with staff and to discuss their food preferences when they sit with staff and enjoy good conversations at lunchtimes. Children respond positively to stories and speak clearly and confidently as they engage both adults and their friends in conversation. They help themselves to books although the environment where these are situated is not conducive to concentration on these. Children develop good self esteem as they successfully recognise their names through

the routines. They have access to good mark making resources and experience opportunities to support writing and to reinforce understanding that print carries meaning. For example, children enjoy the opportunities to read and use their name labels for self registration.

Children benefit from the mathematical language that they frequently hear. Consequently, they successfully identify size, shape and quantity. Opportunities to learn about numbers and their significance are promoted through the use of cards depicting the number of children permitted at certain resources. For example, children can refer to a sign showing four dots, numerals up to four and four figures which informs them of how many children can access the imaginative play area. This also supports their developing understanding of simple calculations, although there are few occasions in the routines when they are encouraged to use this. Children enjoy interesting activities that require dexterity, such as using pencils and scissors without fear of failure. They pour water and milk for drinks and have fun cutting paper, card and dough using shaped cutters which enables them to practise and develop their fine motor skills.

Children develop a reliable sense of time through reinforcement of the routine using a display of simple pictures, and they regularly access these. They develop a sense of pride when they describe the day of the week and establish what the weather is like and how they need to dress for this. Children experiment with water pumps and learn to make them work; others show curiosity as they explore the bottles filled with different substances.

Children frequently engage in imaginative play to support their learning experiences, for example, they delight in wearing the animal costumes bought for the nativity which is set up in the play house. Children regularly engage in singing and happily concentrate on painting, cutting and sticking to communicate their thoughts, ideas and feelings.

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

The provision is good.

Children benefit from a range of resources showing positive images, such as posters and pictures, toys and books, though these do not fully reflect the diversity of the local community. Staff are very aware of the individual needs and preferences of all the children and work hard to cater for these. Children gain confidence by being encouraged to share information about things that are important to them, such as family events like birthdays and other celebrations. This supports children in developing their self esteem. Staff systematically ensure that children's developmental needs are discussed when they begin attending, so that they can ensure all the children can be cared for in a way that meets their individual needs.

Children are well stimulated as staff skilfully ensure children are constructively occupied and that they experience recognition for their achievements. This enables children to concentrate on activities and boosts their self esteem. Children play together harmoniously as they experience clear expectations and encouragement which promotes their good behaviour. Appropriate strategies help children understand right and wrong. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. Children benefit from the popular scheme to take home a teddy when they go somewhere special, reporting on the experience to other children. This supports a good working partnership between children's home lives and the pre-school. The staff develop a positive working partnership with parents and promote the welfare of individual children by spending time discussing their achievements and needs with parents. Parents access a good range of written information to inform them of the practice and support their

understanding of the service. For instance, the plans, policies, procedures and contact number for the regulator are shared. Contact books are used for some children and parents are informed of activities provided for children through newsletters and photographs. Parents receive regular and well structured reports as well as a record of transfer when they leave.

## **Organisation**

The organisation is good.

The provision is managed by a committee who employ a supervisor to manage the sessions. This benefits the children and parents as there is a good exchange of information and frequent communication between parents, the committee and staff. Children benefit from an organisation which has secure systems in place to support and value their contributions. The premises are secure and safe although there are additional checks on electrical items which are not currently in place. Systems for induction and regular meetings support staff who are able to update their knowledge and skills through regular training. The provision meets the needs of the range of children for whom it provides.

There are clear and informative policies and procedures in place to meet the National Standards and children benefit from a staff team that have a secure understanding of these. The required documentation is all in place, although minor updates need to be made to some procedures.

### **Nursery Education:**

Leadership and Management is good. There is a commitment to improvement throughout the team which is brought about by the strong team identity who share common aims. Staff work closely together to ensure the effective delivery of the programme and experience good support and guidance from the supervisor, enabling them to be clear about their roles and responsibilities. The staff use the Curriculum Guidance for the Foundation Stage well to plan and provide a balanced curriculum which is focussed around children's interests. There are improvements identified by staff, such as to the book area which have been noted by staff. The success of the programme is mainly due to the commitment, enthusiasm and skill of the staff team who interest the children and effectively promote their choices and independence. Children benefit from assessments of how well their needs are met because staff monitor and evaluate the effectiveness of the nursery education.

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

Since the last inspections for care and funded nursery education the group have made good progress improving the provision. The opportunities for children to select from a well organised and attractive range of toys, resources and equipment has been successful in maintaining their interest. Children access a good variety of resources, encouraged by staff who ensure these are rotated and attractively displayed. Staff have a clear system to ensure that planning is underpinned by the assessments of individual children's progress.

Children's understanding of calculating is nurtured through everyday practical activities and they enjoy good opportunities to explore technology. For example, the popular science table has a range of magnets, microscopes and magnifying glasses for children to use. Staff take responsibility for designated areas of work so that they develop relevant expertise; for example, there is a Special needs Co-ordinator who supports children with learning difficulties. There are regularly practised emergency evacuations to ensure children are safe.

## **Complaints since the last inspection**

Since registration 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 can be seen 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):

- ensure that regular checks on electrical equipment are carried out

#### **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):

- develop an area where children can access books in comfort and quiet (also applies to care)
- ensure there are resources available that reflect all elements of the community and it's diversity (also applies to care)

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)