

Shoreham Village Pre-School

Inspection report for early years provision

Unique Reference Number	127539
Inspection date	21 November 2007
Inspector	Chris Mackinnon
Setting Address	Shoreham County Primary School, Church Street, Shoreham, Sevenoaks, Kent, TN14 7SN
Telephone number	01959 525577
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Registered person	Shoreham Village Pre-School
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?

Shoreham Village pre-school registered with Ofsted in 2001. It operates from a separate building in the grounds of Shoreham Village School near Sevenoaks in Kent. The setting is registered for a maximum of 16 children aged from two to under five years. There are currently 21 children on roll, including 12 children currently receiving nursery education funding. The setting supports children with disabilities and children with English as an additional language. The group opens five days a week during term time from 9.00 to 12:00. Three staff work with the children, two have early years qualifications and one is training.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's healthy development is well supported by staff who use an effective range of procedures to support children's physical needs and wellbeing. Children are encouraged to keep clean and gain an effective understanding of hygiene, through consistent adult support.

Children are encouraged to be independent and join in with tidying up. Healthy snacks and fresh fruit are provided for children. The setting's early learning programme also includes activities where children learn about different foods. Staff encourage children to play games outdoors. A wide variety of physical activities are provided and staff encourage children to be active and healthy. The range of organised physical activities for funded children is also well planned to support their healthy growth and confidence.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children enjoy a well organised and safe play environment. Children move freely and safely between activities as they explore the play and learning areas. Staff take care to ensure all required safety features are in place and the security of the setting is well organised. Children also have access to a safe and enclosed outdoor play area which they use regularly. A full and attractive range of resources is provided for all ages of children attending. Children enjoy art-crafts, assembly and role-play materials and a good range of shape, number and writing resources are provided to support early learning. A varied selection of suitable books and reading material stimulates children's ideas and use of words. Staff work closely with children to support their manual skills and use of a range of tools. The setting has clear written procedures and guidance to support staff in ensuring children's welfare is protected. Staff are experienced carers and have a good awareness of the need to safeguard children at all times.

Helping children achieve well and enjoy what they do

The provision is good.

Children achieve easily and have a wide range of stimulating experiences, well supported by the setting's effective play and learning programme. A well organised range of activities ensures children are interested and challenged. Close adult interactions and support encourages children's confidence and skill development. Children are creative with many art-craft and assembly activities. Children also extend their learning effectively by exploring a well prepared range of resources for counting and writing. Regular reading and story-time sessions and access to a computer also feature in the play and learning. Children are encouraged to be inventive and have many opportunities to create their own games and role-play. Staff follow clear learning themes and challenge and question children to encourage their ideas and use of language. Staff are confident in helping children to enjoy their learning and make progress.

Nursery education.

The quality of teaching and learning is good. Children follow a well planned and clear learning programme that provides a wide range of challenging activities for funded children. During set learning activities and in general play, staff are able to extend children's development within all learning areas. The continual use and exploration of words and language during activities is a prominent feature of children's learning within the setting. Children are able to count, talk expressively and develop writing. Staff are confident in allowing children to initiate play and staff are supportive of children's own ideas. Children are effectively encouraged by staff to learn while exploring a well prepared range of learning resources. Staff key-workers also effectively support individual children's progress and learning.

Helping children make a positive contribution

The provision is good.

Children are welcomed at the setting and encouraged to join in and play together. Children learn to share and help each other, which fosters their spiritual, moral, social and cultural development. Staff manage children's behaviour effectively and are able to work successfully with children to support their social and emotional development. Children have access to a well organised range of resources that reflect diversity and children's awareness of other cultures is effectively supported. Parents are given clear details of the children's activities, but more fuller information could be provided for parents on the settings learning themes. Staff key-workers keep clearly organised records of individual children's achievement and staff take care to ensure parents know how their children are progressing.

The partnership with parents is good. Clear information is provided for parents on children's individual learning achievements and progress through the learning stages. Parents have access to well written information on the setting's early learning programme. All of the key learning areas are effectively described. Parents have close links with staff and their children's key-workers. Parents have access to a well organised notice board where they can see information on the events within the setting. Parents may also visit to support their children's development and learning.

Organisation

The organisation is good.

Children enjoy being at the setting and benefit from a stimulating and well organised play environment. The play and learning areas are well prepared to meet the needs of the age range attending. A well planned and varied programme of activities provides children with many learning opportunities and skill building experiences. A good supply of engaging and attractive play resources supports children successfully in having fun, learning and being expressive. Children also have access to a safe and well prepared outdoor play area. Children are well supported by qualified and experienced staff, who take care to ensure children are engaged and happy at the setting. A high staff to children ratio ensures the care for individual children is well directed. All record keeping is in place and up-to-date. Clear and detailed policy guidance material also ensures the safe and efficient management of the setting. The setting meets the needs of the range of children attending.

The leadership and management within the setting is good. Children are enthusiastically supported in their learning by a well organised range of early learning activities, that encourages progress and achievement. The learning programme is well planned and promotes children's achievement in all six learning areas. Individual children are well supported in their learning by confident staff with a good understanding of children's development needs. The written evaluation of children's progress is clearly organised, but the development of more regular focused observations would improve support to children's individual learning. Staff key-workers are well organised and effectively monitor children's development and progress. Staff consult regularly to assess the effectiveness of the learning programme and are able to identify areas for improvement. The supervisor provides effective leadership for staff, personally taking charge of many group learning activities and giving clear guidance and support to other staff members.

Improvements since the last inspection

Since the last inspection the setting has made changes to the planned activities and the use of space within the pre-school room, improving outcomes for children in Staying Safe. Parents can also now access clear details of the regulator Ofsted, providing improvement for children in Positive Contribution.

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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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):

- increase the information provided for parents on the children's play and learning themes

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 the methods used to observe and record individual children's achievement

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