

Teynham Community Pre-School

Inspection report for early years provision

Unique Reference Number	127676
Inspection date	16 January 2008
Inspector	Karen Scott
Setting Address	Station Road, Teynham, Sittingbourne, Kent, ME9 9BQ
Telephone number	01795 522004
E-mail	
Registered person	The Trustees of Teynham Community 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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Teynham Community Pre-School opened in 1993. It operates from the local school in Teynham. The pre-school has access to two main rooms, toilets and an outdoor play area. A maximum of 28 children may attend at any one time. The pre-school is open each weekday from 09.15 to 11.45, Monday to Friday and from 12.40 to 15.10 each week day except Wednesday.

There are currently 41 children aged from two to under five years on roll attending for a variety of sessions. Of these, 29 children receive funding for early education. Children come from the local area. The pre-school has experience of caring for children with learning difficulties and/or disabilities and children who speak English as an additional language.

Staff hold appropriate qualifications and are working towards further qualifications. The group receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children learn the importance of good personal hygiene. They know why they need to wash their hands after visiting the toilet, before eating and after messy play and do so independently. Children who are infectious do not attend, preventing the spread of contagious ailments. Children have daily physical exercise, choosing to engage in physical exercise indoors and outdoors, whatever the weather. This helps them to understand the need for exercise as part of a healthy lifestyle. Staff hold first aid certificates, enabling them to offer first aid in the event of an accident. Staff record any accidents that children have and treatment given. Parents and carers sign to acknowledge they have read about the accident and if the child is collected by someone other than the parents written information is sent home, ensuring that parents are well informed. The group does not administer medication without prior written permission and ensures that they are aware when other doses were given in order that children are protected from having too much medication.

Children help themselves to drinking water whenever they wish, helping to prevent dehydration. Afterwards children put cups in the kitchen sink ready to be washed up. The group has a very good understanding of healthy eating for young children and share this with parents, giving advice on the contents of packed lunches. Lunchtime is a social occasion and staff sit with children encouraging good table manners. Children enjoy an extensive and healthy range of hot and cold snacks. They help in the preparation of the food and make choices from toast, baked beans, fruit, jacket potatoes and vegetables, for example, serving themselves. Children also independently pour their own drinks of water and milk when having snacks and help to clean tables before sitting down to eat. Children are protected from foods that they should not eat and the group works with parents to ensure that appropriate alternatives are offered.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children benefit from playing in a spacious and well-organised environment. This allows them to move around safely. Big windows let in lots of light creating a bright and airy environment. Toys and resources are stored on open shelves so that it is clear what is available to play with and staff members actively help children to access these toys. Toys and equipment are kept meticulously clean.

To ensure a safe environment regular risk assessments are carried out and children enjoy their play in a safe environment. Safety mats are placed around large climbing apparatus and staff vigilantly watch children on them, giving advice on how to play safely. There is a clearly defined procedure for evacuation of the building and this is practised regularly on different days of the week and at different times to ensure that everyone participates. The group has also arranged further shelter in the village hall in case of emergency. Each drill is rigorously evaluated in order that children are evacuated safely in case of a real emergency. Children are always closely supervised when playing outside and parents are reminded to close gates and keep fire exits clear from hazards such as buggies, helping to keep children safe.

Staff have a very good understanding of the signs and symptoms of child abuse. They have attended training and are confident that they would recognise it. The setting also has a very good understanding of the procedures to follow should they have any concerns about a child

in their care. They take their role in the protection of children very seriously and ensure that parents and carers are aware of this, helping to safeguard children from harm. Helpful written information is readily available supporting staff and parents' understanding of child protection.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are happy, relaxed and very confident. Staff are warm and affectionate making children feel very comfortable and valued. Children relate well to the adults and each other and are forming close relationships. They learn important social skills such as sharing and turn taking. Children show independence, making choices about the activities that they become involved in. Children are encouraged to undertake tasks themselves but given good support when needed. Staff understand when to stand back and when to become involved in order to enhance children's learning through play. Children enjoy and learn from a wide range of toys, resources and activities that support all developmental areas. The group uses the Birth to three framework to plan activities for children aged under three years in order to meet their interests and needs.

Nursery Education

The quality of teaching and learning is outstanding. The environment reflects children's individual needs as adults make regular detailed observations of children, using them to assess their developmental stages and to plan activities to promote their learning. Staff are pleased with children's achievements and share them with each other during regular meetings and informal discussions. Each area of learning is given equal importance and activities planned to develop children in all areas. However, plans are not stuck to rigidly as children's interests and direction of play are pursued each session. Children show initiative and enjoy undertaking challenges, persevering at tasks. The group also pays attention to children's well being and involvement using a screening process that compliments the Foundation Stage. Children are achieving well and making excellent progress through the Stepping Stones.

Initially the pre-school concentrates on children's personal, social and emotional development, as they believe that this underpins all children's knowledge and development. At the beginning of each session, children and staff discuss the activities available to participate in, enabling children to make informed choices about what they wish to play with. Children are pleased to see each other, seeking out friends to play with and often uniting in small groups to enjoy imaginative play, working together. Children show high levels of self-care, washing their hands after messy play and helping themselves to tissues to wipe their noses and disposing of them appropriately. Older children visit the school gym to participate in physical exercise and undress to change into gym kits.

Staff involve children in lots of discussions, enhancing their language development. Children learn about the different sounds that their voices can make. For example, they talk to each other through hosepipes, make animal noises and sound out letters. The book corner has comfortable seating and a range of books to meet children's interests. Puppets are readily available for children to enhance the stories they read and children particularly enjoy group stories when they use props and acting to become involved in the stories. There are many examples of the written word in the setting as many items are labelled. Children see their names regularly and recognise them. There are many opportunities for children to practise their pre-writing skills when playing and staff praise their efforts.

Children see numbers around the rooms and participate in activities that involve counting. Adults encourage children to think about calculation helping them to understand the concept of 'more and less'. Children see shapes in the environment and learn about them through play. For example, children are erecting tents and they discuss the different shapes of them, showing a good knowledge of shape names.

Children competently use the computer and compact disc player, which they have free access to. Children enjoy meeting visitors from the local community such as fire fighters, police officers and the dental hygienist, and learning about what they do. They take regular walks in the local area to look at the wildlife, to collect items of interest and to purchase food for snack time. Children care for goldfish, which they purchased and named, and African land snails. A wide range of construction toys and resources affords children the opportunity to practise their designing and making skills.

Children make choices about when they wish to play outside. The setting ensures that children enjoy lots of fresh air whatever the weather supplying Wellington boots and transparent umbrellas when applicable. When riding tricycles and pushing buggies children show an awareness of space and each other manoeuvring around obstacles. They learn about the effect exercise has on them, that their hearts beat faster and they become short of breath. Children use tools such as scissors, pencil sharpeners, staplers and tweezers to enhance their small motor development.

Children have free access to a range of resources to enable them to create pictures of their choosing. There are many opportunities for children to explore the different textures of things such as shaving foam, jelly and coconut. Children help to make the play dough, which is of different colour, smell and texture each time, enabling them to use their senses when creating. Children perform to each other on a small stage singing, dancing and playing musical instruments. Children enjoy role-play using their imaginations and the environment to great effect. For example, they turn the climbing frame into one of the Three Little Pigs houses and take on roles acting out the story. When the role-play area is changed into something new such as a post office staff initially engage children in play giving them ideas. Children are free to express their ideas and opinions.

Helping children make a positive contribution

The provision is outstanding.

The pre-school has an excellent understanding of equality of opportunity and a positive attitude towards diversity. Staff recognise that children are individuals and acknowledge differences positively. Staff encourage children to talk about things that are important to them such as their families and show an interest in what they have to say adding their own things that might be of interest too. The pre-school reflects the cultures of the children that attend, becoming involved in families' celebrations. Staff take many photographs of the children at play, which they are keen to share with children and parents. Children are shown kindness and compassion and when they are upset staff are reassuring, explaining calmly to other children what is upsetting. The group has experience and a good understanding of caring for children with disabilities and/or learning difficulties. Children's developmental needs are discussed with parents and concerns raised quickly. The group works with parents and other agencies to ensure that the care children receive is consistent. When caring for children who speak English as an additional language staff learn simple words to aid communication. Appropriate strategies such as distraction, explanations and calm intervention help children to understand right from wrong.

Children are encouraged to respect one another, take turns and share resources. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is outstanding. Before children start at the pre-school parents and carers fill in a profile to ensure that their children receive appropriate care to meet their individual needs. It includes lots of helpful information such as what children enjoy playing with, food likes and dislikes and the details of any pets that they may have. Intakes of new children are staggered and parents are asked to stay for the first two sessions in order that staff, children and their families get to know each other. At the beginning of each session, parents stay for a short period, giving them the opportunity to observe their children at play and to talk to other parents and staff. Each child has their own drawer where they place any work that they wish to go home. Each child has a folder called 'My Learning Story' where photos of them participating in activities are placed giving parents an insight into what children enjoy at the pre-school. Regular newsletters, comprehensive policies and procedures, contact books and regular chats keep parents informed about the care that their children receive.

Parents and carers are well informed about the Foundation Stage as they receive written information and are invited to a meeting to discuss it when their children are three years old. Information is also displayed in the area that they wait to collect their children. The pre-school ensures that parents are aware of how they promote children's development in the different areas of learning and makes suggestions as to how they can extend children's learning at home. Parents and carers may look at their children's portfolios whenever they wish with staff encouraging those who do not request to see them. Parents are happy with the care that their children receive and are very well informed.

Organisation

The organisation is outstanding.

Adults keep themselves well informed of current childcare practices by attending relevant courses and cascading information to their colleagues. This helps them to offer up to date care to children. The setting feels that training received on well-being and involvement was invaluable and they now help other provisions to understand and implement it. A comprehensive induction procedure and regular observations of staff helps staff to evaluate and deliver good care to children. All relevant and mandatory documentation is in place and is well maintained. It is reviewed regularly and changes made to reflect current practice when applicable. The setting is proactive. They regularly review the care and education that children receive and take steps to make improvements to enhance it. They involve parents and children by sending out regular questionnaires asking for their opinions and suggestions. Staff regularly liaise with their key children's families and children benefit from more staff than regulations require. Children's attendance is monitored in order to offer support when needed and visitors' times of arrival and departure are recorded meaning that there is an accurate record of any visitors to the group should it be required. The setting meets the needs of the range of children for whom it provides.

The leadership and management is outstanding. Staff are motivated and work hard. They interact with children but know when to stand back and let children lead the play. The group is forward thinking. They regularly review what they deliver, making plans to visit other outstanding settings in order that they can learn from them and to make improvements to their own. The supervisors know the children at the setting well and regularly look at their portfolios to monitor how well they are working towards achieving the Early Learning goals. The supervisors liaise with local schools, asking how children have settled and whether they have any suggestions to improve transition to school.

Improvements since the last inspection

The previous inspection highlighted five recommendations for improvement within care and two for improvement within nursery education.

To make improvements to the care that children receive it was recommended that the pre-school devise a system for planning and implementing a suitable range of activities for children under three years, ensure that confidentiality is maintained when recording information about children, ensure that the child protection for the pre-school complies with the local Area Child Protection Committee procedures, make effective use of the space and request written permission from parents for seeking emergency medical advice or treatment.

The pre-school uses the Birth to three framework to plan and implement activities for children under three years. Any information about children is recorded and stored confidentially. The office area is screened off from the rest of the room ensuring some privacy too. A detailed Child Protection policy is in writing and is shared with staff and parents. Further pamphlets on child protection are also available to be read, keeping staff and parents informed and helping to safeguard children from harm. Good use is made of both rooms indoors and outside with activities occurring in all areas. Parents and carers give written permission for the pre-school to seek emergency medical advice or treatment for their children should it be required.

To make improvements to the education that children receive the setting were asked to continue to develop planning to ensure equal emphasis is given to all areas of learning and to continue to develop rigorous systems to review, evaluate and monitor the pre-school practice.

Planning for the Foundation Stage has been developed and all areas of learning are planned for. The delivery of the Foundation Stage is monitored regularly to ensure that equal emphasis is given to all areas of learning and that children participate in a broad curriculum.

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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

No recommendations for improvement are made because the quality and standards of care are outstanding.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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