

Highfield Road Pre-School

Inspection report for early years provision

Unique Reference Number	127248
Inspection date	19 November 2007
Inspector	Linda Margaret Nicholls
Setting Address	Highfield Baptist Church, Spring Vale North, Dartford, Kent, DA1 2JY
Telephone number	01322 556255
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Registered person	Susan Woodley
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?

Highfield Road Pre-School was registered in 1985. It is privately owned. Registration is for a maximum of 38 children at any one time. The pre-school operates from a church in Dartford, Kent. There are currently 38 children on roll and of these 23 children receive funding for nursery education. The pre-school is open each weekday from 09:30 to 12:00 Monday to Thursday and on a Tuesday and Wednesday from 13:00 to 15:30, term time only. All children share access to a secure outdoor play area.

The pre-school employs seven members of staff. The manager holds an appropriate early years qualification. There are three staff working towards an qualification.

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 paper towels and can take tissues if they need them. Children know to wear aprons when they paint or do craft work. Staff ensure play surfaces, toys and resources are cleaned using anti-bacterial solutions as necessary.

Medication records are maintained confidentially. However accident recording is not sequential and could result in delays in an emergency. 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 inside and in the recently reorganised outside play area. They throw their arms up high with the parachute, twist and turn through the tunnel or bounce on the trampoline. Children know when they need a rest, they sit to look at books or lay on cushions in the home corner. They have plenty of opportunities to develop hand and eye coordination. They use pencils to colour, scissors and glue sticks for craft work. They squeeze and knead the wax to make candles.

Children benefit from a range of healthy snacks such as pieces of fresh fruit or biscuits. Fresh water is available at all times. Snack time is a social affair as adults encourage them to talk about events at the weekend. 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. The outside play area is securely fenced. Visitors' details are recorded. There is generally sufficient free floor space for children to negotiate between furniture and activities although some children push buggies across safety mats and resources at the start of the session. Children make independent choices from equipment that is accessible and attractively presented. There is good ventilation and natural light. Hazardous items are stored in the kitchen or cupboards which children cannot access.

Children have a growing understanding of how to keep themselves and others safe. They eagerly tidy away resources, take turns on the trampoline and tunnel or sit on chairs with care. Fire safety recommendations are in place and fire drills are practised regularly. An evacuation plan is displayed. Road safety is discussed as part of role play or as part of a planned theme. Public liability insurance is current.

Children's welfare is safeguarded because staff know the procedures to follow should they have any concerns. A written statement explains the process to be followed should there be an allegation of abuse by 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, procedures and at an initial meeting.

Helping children achieve well and enjoy what they do

The provision is good.

Children are settled and play happily because staff present a stimulating range of toys, resources and free play experiences. Children have secure relationships with staff who know them well. Experienced members of staff have an assured understanding of the range of experiences required to enable children to make progress in all areas of learning. Children enjoy the discovery of colours and textures during craft activities. They sing and move enthusiastically as they join in action songs. They lay down on soft mats in the covered play house. Staff engage in conversation with children and know to wait for a child to respond. Children have sound relationships with adults and are not afraid to seek support. They listen and respond to each other during their play with enthusiasm and enjoyment. Children make connections representing their experiences and ideas through toys and equipment as they pretend to fill the cars with petrol from the garage pump.

NURSERY EDUCATION

The quality of the teaching and learning is good. Children are making consistent progress through the stepping stones towards the early learning goals. Planning covers the six areas of learning. Planning for individual development builds on what children already know and what they can do. Whole group activities are monitored informally but the range of abilities are not recorded. Children are very well behaved, focussed and engaged by sensitive and experienced teaching methods. They show care and concern for living things and each other. They use conventions such as 'please' and 'thank you,' as they socialise at snack time. Children are becoming independent learners as they move around the hall, choose their own activities and follow routines such as helping to tidy toys and equipment. They use a variety of tools to make marks and use scissors competently. Some know how to write their name and attempt to write for a range of purposes, such as drawing shapes and using a ruler. Children are developing a sense of time and can differentiate between past and present experiences. They sit quietly and concentrate during story time. Children are gaining confidence with numbers and counting. They repeat and count to 10 and learn the days of the week. They are learning to identify and describe shapes such as triangles, rectangles and circles. They understand and use positional words such as on, under and above.

Children learn about the similarities and differences between themselves and others through projects and themes which include their own and the wider community. They demonstrate curiosity as they handle the wax when making candles. Children are developing good hand eye co-ordination. Children use the outside area to learn about the seasons and growing things. Physical skills are encouraged by planned activities such as parachute games or music and movement sessions. 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 show an established sense of belonging as they are welcomed by name. They have access to a range of resources, including toys, books and posters, providing positive images of diversity. They learn about their local community and themselves through annual themes and activities. Families provide information about their preferences and individual requirements. Staff liaise with other professionals and are suitably qualified to support children with learning difficulties and/or disabilities. Children are good natured, well mannered and know how to

control themselves. They know right from wrong and care for one another because staff provide consistent explanations for the behaviour they want. Children invite others to join them in their play at the home corner. Children learn to share, to take turns at the computer or to help tidy up.

The partnership with parents is good. Children receive continuity of care because written agreements are in place and individual details are recorded. Information is shared daily between parents and staff, however general learning goals are not displayed and identified. Assessment records build through observations and are linked to the stepping stones of the early learning goals. Staff qualifications and professional roles are displayed. The provider takes positive steps to ensure parents are kept well informed. General information is displayed as well as policies and procedures specific to the pre-school. The complaints procedure and displayed posters provide contact details of the regulatory body. Parents report their children are 'happy and settled', that their children 'Love it here', and that staff are 'always friendly', 'helpful' and 'supportive'. 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 by caring staff who 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. 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. Staff are competent in their current knowledge of early learning goals and the Birth to three matters framework. The manager ensures staff are suitable to work with children. Team members are well supported and encouraged to continue their professional development. Parents are informed of staff roles, responsibilities, qualifications and recent training. However, general learning goals are not displayed at activities, whole group activities are not monitored for differentiation and accident records are not recorded sequentially. Future training plans are identified in an operational plan. The registration certificate is displayed. All required documents and records are 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 was given an action to ensure medication records are maintained. This has been met however some accident records have not been recorded sequentially.

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.

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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):

- ensure staff are aware to maintain clear and sequential accident records so that children's health and safety is promoted

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 methods to display general information as to children's are learning and monitor whole group activities to identify and differentiate children's abilities and skills

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