

Frittenden Pre-School

Inspection report for early years provision

Unique Reference Number	127200
Inspection date	10 January 2008
Inspector	Melissa Turner
Setting Address	Frittenden, Cranbrook, Kent, TN17 2DD
Telephone number	07751839376
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Registered person	Frittenden 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?

Frittenden pre-school opened in 1985 and is run by a parent committee. It operates from a purpose-built building in the grounds of Frittenden primary school. A maximum of 14 children may attend the pre-school at any one time. The pre-school is open each weekday from 09.00 to 12.00 during term time only. A session also operates on a Thursday afternoon from 12:15 - 15:15 for rising fives, during the summer term only. All children share access to the school playground for outside play.

There are currently 20 children aged from two to under five years on roll. Of these, 17 children receive funding for early education. Children come from the local and surrounding areas. The pre-school supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The pre-school employs four members of staff. All staff hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are developing a good awareness of keeping themselves healthy. They wash their hands regularly at appropriate times and use paper towels to dry them, supported by staff. Staff adopt positive practices, such as use of antibacterial spray to clean table tops and maintaining a clean and hygienic environment. They ensure any food that falls on the floor is thrown away. These aspects promote good standards of hygiene.

Children thoroughly enjoy the healthy snacks provided on a daily basis, such as pineapple, mango, apple and banana pieces. Currently however, children are not always provided with a bowl or plate to eat their snack from. Children choose their drinks from a choice of water or milk. These aspects promote children's good health. Water is also set out at other times to ensure they remain hydrated throughout the morning, although children do not always access this. Suitable systems are in place to ensure that staff are aware of dietary requirements, are able to deal with emergencies and illness and have sufficient first aid qualified staff present on a daily basis.

Children thoroughly enjoy daily opportunities for physical play, outdoors in the playground or small adjoining play area. They benefit from physical play activities organised on a daily basis and rotated, for example, bikes and ride on toys, or balls, goals and cones. Children thoroughly enjoy kicking, throwing and catching balls. They play outdoors every day and in most weathers, thoroughly enjoying the opportunity to develop their skills and benefit from the fresh air and physical activity. Indoor physical activities, such as music and dance, are also planned in very poor weather. These aspects help ensure children are able to make good progress in this area.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a warm and welcoming environment which is organised to meet children's needs. Currently however, systems do not always guarantee privacy for children when using the toilet or being changed. Although the room is small, it provides children with opportunities for most areas of play and learning and it is organised with low level storage to encourage children to make independent choices. Currently the book and home corner, as well as mark making areas, would benefit from further organisation. Children have access to a wide range of toys and equipment which are also rotated to offer them variety. The environment is bright and inviting, with evidence of children's work displayed on their 'art gallery' wall.

Children are kept safe because security is well maintained and a risk assessment is completed annually. Fire drills are practised regularly and a fire log book to evaluate these has recently been introduced. Staff help keep children safe through supervision and deploying themselves well; they supervise children well when using the school playground. They encourage children to understand the safety rules of the setting, for example, asking them not to run indoors. Clear procedures are in place to keep children safe whilst going on local outings, such as risk assessments, extra parental help and permission from parents. These aspects help ensure children are kept safe.

The Supervisors have a strong awareness of child protection issues and a policy is in place supporting staff. Consequently, children's welfare and well-being is considered a high priority

and is promoted by staff at all times. All these aspects help keep children safe and as a result, children are beginning to understand safety and why keeping themselves safe is important.

Helping children achieve well and enjoy what they do

The provision is good.

Children are settled, happy and established at pre-school. They arrive with confidence and quickly settle at activities of their choice, from a good range, set out so that they can help themselves. Staff support children well and plan for all age groups of children attending. Children are happy and enthusiastic throughout the morning and play well together.

Nursery education

The quality of teaching and learning is good. Staff provide children with a range of opportunities to learn throughout the morning, through both planned and free play activities. Staff support children well by sitting at their level, interacting with them and offering them encouragement. Staff use a clear planning system which ensures one main activity is planned for daily. A wide range of other activities are planned and rotated daily which link in with the areas of learning. Staff support children, asking them questions, encouraging them to think and promote their learning according to their abilities. Staff take observations of children's achievements, and use these to support them in helping children to make progress. Staff have a good understanding of the Foundation Stage of education and are supportive to all children, recognising their individual needs and abilities. Consequently children are making good progress towards the early learning goals.

Children show they are developing their independence as they are encouraged to put on and do up their coats themselves, although drinks are already pre-poured for them at snack time, limiting their independence. Children become absorbed in their activities, for example playing in the home corner, talking about and choosing their dressing up clothes and then taking clothes outdoors to 'hang them out' on the clothes line. Children count in a variety of activities, such as the number of cups before snack time, and the number of children present. They enjoy singing mathematical songs such as 'five currant buns in a bakers shop', which also helps them to develop simple mathematical concepts such as one less. Children regularly enjoy maths activities, with resources set out on the maths table, and staff help them to learn about shapes as they play a shape game.

Children are developing their language skills well, as for example they discuss what they are making with their play dough. Children understand letter sounds as they talk about the letter of the week 'd' and other words beginning with this letter such as 'Dora' and drum. Children thoroughly enjoy story time and look at books before snack, however, they do not regularly access the book corner at other times, which is limiting in it's organisation to encourage children to use it. Children mark make with confidence, for example, painting and using the chalk board and chalks. Pencils and paper are set out at other times but the mark making area is not positioned near to a further range of resources to encourage children to help themselves to a wider range.

Children enjoy exploring and have a range of natural materials to handle on the interest table, such as stones, feathers, cones and shells. They enjoy exploring the earth and digging and planting activities outdoors, the feel of play dough, and sand and water play. Children develop an understanding of the wider society and cultures and beliefs through planned activities, such as Chinese New Year, and children talk about the costume and location of the country on the

globe. Children play with technology toys and operate these with skill such as the remote control bugs; they also have tills, telephones and computer key pads. In addition once a week they have access to the school computers where they can complete simple programmes.

Children thoroughly enjoy creative opportunities. They freely paint and use the chalk board and take part in the planned art activity, the 'hot' collage, where children stick tissue, paper, glue and other art resources to create the picture. Children do not readily help themselves to arts and crafts materials to create their own art work; this limits their ability to express themselves freely. Children use their imaginations well in the home corner, although this could benefit from further organisation and presentation. Children thoroughly enjoy the singing and music session with the visiting teacher. They sing, explore sounds, use claves to tap out simple rhythms and sing their responses.

Helping children make a positive contribution

The provision is good.

Children's individual needs are met well by staff who are caring and supportive and know children on an individual basis well. They help children to feel valued and settled at pre-school. They develop an awareness of our wider society through planned activities, for example, celebrating Chinese New Year and Diwali. Children play with resources promoting diversity, such as books, dolls and imaginative play resources including dressing up clothes. Children's spiritual, moral, social and cultural development is fostered. A nominated Special Educational Needs Coordinator is in place, who is knowledgeable and has attended relevant training. This helps ensure that children with learning difficulties and/or disabilities are supported and have their needs met.

Children are well behaved and settled at pre-school. Staff encourage good behaviour and set a good example, for example, encouraging children to say please and thank you at snack time. They remind children of the rules to ensure good behaviour is promoted. Staff are positive and tell children how well they are doing and how good their art work is. Staff praise children regularly to ensure they feel encouraged and rewarded, for example, as a child has a go at the singing activity. This results in children who are happy and settled and contributes to helping them feel secure and understanding the behaviour rules of the setting.

Partnership with parents is good. Parents are closely involved with the pre-school and operate a committed and supportive parents' committee. Staff work closely with parents regarding their children's care and education and ensure they know who their children's key worker is. Staff liaise with parents about their children's progress regularly and use the parent's helper rota to spend time with all parents' on an individual basis, feeding back to them about their children's progress. Currently there are no systems in place to encourage parents to promote their children's learning at home. Parents receive a range of information, including information posted on the notice board, regular letters and details regarding the children's topics and themes every term. Staff maintain an informal, close liaison with parents due to the size of the group and parents report they are extremely happy with the setting. Systems to work with parents are effective and help to keep them informed about their children's care and education.

Organisation

The organisation is good.

Clear organisation of the pre-school contributes to promoting good outcomes for children and is evident in most areas. Paperwork is well organised and most required documentation is in

place; however, some areas need updating or revising. For example, evidence of all staff qualifications and the system for registration. A range of policies and procedures are in place. Effective systems are in place for the recruitment, vetting and induction of new staff, which is supported by some clearly written documentation; however, a more detailed recruitment procedure is required. All staff are police checked and all hold level three child care qualifications. Good ratios are maintained and staff deploy themselves well, supporting children effectively. This enables them to offer a well run session, contributing to good learning opportunities for all children and ensuring children are kept safe and well cared for.

Leadership and management are good. Staff work well as a team with jointly working supervisors and a supportive committee. The pre-school are committed to making changes and improvements to help the progress of the pre-school. Staff offer children some good learning opportunities through their play. They are knowledgeable and committed to their roles. Twice yearly appraisals are held and all staff are encouraged to attend regular training. Staff review the setting and aim to make changes through their development plans and using their self evaluation form effectively. They actively seek advice and guidance to implement changes and review and evaluate their plans to improve children's learning opportunities. These aspects contribute to positive outcomes for children. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last education inspection in March 2004, there were no significant weaknesses to report. Staff were however asked to consider improving children's opportunities for water play and to be able to find out about cultural diversity. Children now have access to water play on a weekly basis and more frequently during the summer when it is set up outside. Cultural activities are planned to help children develop an understanding of this area, for example Chinese New Year, French National holiday and Diwali. In addition, staff were asked to consider the introduction of a formal staff appraisal system; this has now been implemented and is completed twice a year.

At the last care inspection in October 2004, staff were asked to ensure that children have an appropriate range of activities and resources that promote positive images of disability. They now have a range that includes posters, play people, dolls and books. This helps ensure children are able to develop their understanding in this area. Staff were also asked to ensure that the child protection procedure for the group reflects the practice, should an allegation be made against a member of staff. They have now incorporated this aspect in to their child protection policy; helping them to keep children safe.

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 children have independent access to drinking water at all times and suitable plates or bowls to eat their snack from
- improve children's privacy when using the toilet or being changed
- ensure all required paperwork is in line with the National Standards and up to date

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 further developing organisation and opportunities within the home corner, book corner and mark making areas
- consider developing systems to encourage parents to promote their children's learning at home

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