

# White Road Preschool

Inspection report for early years provision

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<b>Unique Reference Number</b>	103867
<b>Inspection date</b>	05 March 2008
<b>Inspector</b>	Clare Stone
<b>Setting Address</b>	White Road Community Centre, White Road, CHATHAM, Kent, ME4 5UN
<b>Telephone number</b>	01634 401961
<b>E-mail</b>	
<b>Registered person</b>	White Road Playgroup
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School 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?

White Road Playgroup opened in 1945. It operates from three rooms in a community centre in Chatham. The playgroup serves the local community.

There are currently 81 children from two to four years on roll. This includes 20 funded three year olds and 32 funded four year olds. Children attend for a variety of sessions. The setting currently supports children with learning difficulties and children who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09.00 to 11.30 and 12.15 to 14.45 Monday to Friday.

There are nine members of staff working with the children. All of the staff have Early years qualifications of NVQ level two or three. The setting receives support from the Local Authority

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children follow good hygiene routines. They know to wash their hands before eating and after visiting the toilet. The use of topics help children understand how to keep themselves clean and the importance of eating a healthy diet. Children have access to fruit on a daily basis and are able to help themselves to a drink if they are thirsty. This encourages children's self helps skills and independence.

Staff gather good information about the children in their records regarding diets, allergies and likes and dislikes. This helps ensure that children's individual needs are being met. All staff have current first aid certificates which enables them to administer first aid in the event of an accident. Staff would seek emergency treatment if needed and have written permission to do so. This ensures children's welfare in the event of a serious accident where parents and emergency contacts are not available.

Children benefit from daily outside activities. The staff know the importance of outside play and plan a variety of activities to extend the children's physical development. Children move confidently and enjoy being outside. They show good co-ordination when jumping, running and balancing. The children are also competent when selecting and using small equipment such as scissors, glue sticks and paintbrushes.

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

The provision is good.

Children arrive happily and settle well. Warm, clean and welcoming environment with displays of children's work show that staff value children's contributions. Children benefit from playing in a spacious well organised environment. This allows them to move around and play safely. They have easy and safe access to a good range of toys and resources appropriate for their age. Toys and resources are carefully selected to ensure they are suitable for children.

Staff do regular written risk assessments to ensure the children's safety in the pre-school. Accurate times of arrival and departure are recorded, so a clear account of who is on site is available. When children are taken on outings staff ensure they remind the children about the dangers of the road and how to keep themselves safe. Staff also take out emergency contact numbers, first aid kit and a mobile phone. This enables the staff to phone for assistance or support. Regular fire drills keep the children and staff safe as they become familiar with the procedures on how to leave the building in a safe manner.

Children are well protected by the staff's good and clear knowledge of child protection procedures. Over half the staff have attended training in this area and the other staff are fully aware of their role and responsibility in protecting the children in their care. The child protection policy is up to date and includes the information regarding concerns relating to staff.

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

The provision is good.

Children really enjoy their time at pre-school. They are happy and confident. Staff create a harmonious atmosphere for the children and parents are welcome to stay and join in. Younger

children move around freely and are able to explore their environment when they are ready. Staff use the Birth to three matters framework daily to ensure that the younger children receive a well balanced programme of activities.

## **Nursery Education**

The quality of teaching and learning is good. Staff have a good understanding of how children develop and learn. They plan a range of activities based on real life situations that help children progress in all areas of learning. Staff are creative and naturally talented when they engage with the children. However, they occasionally miss opportunities to ask the children open questions during their play. Staff are good role models and demonstrate a positive attitude towards learning by presenting activities in a interesting manner. Staff make regular observations and record the children's achievements in the their folders. This helps staff plan for each child to ensure their development and learning needs are being met. Children are moved on at a pace that is unique for them and staff ensure the planning reflects this.

Children show a sense of belonging as they greet each other and staff on their arrival. They show a good level of independence through out the session, freely selecting toys and taking responsibility for their own care. Children are learning to take turns and share. With the older children helping the younger children with this concept. Children are learning about numbers and can count to over 15 and are very proud of their ability to count unaided. Children's understanding of space and shape is developing well. Staff encourage this by setting out activities which include sand and water play. Children also use mathematical language during free play activities. This helps the children understand how and why we use numbers.

Children benefit from having an inviting book corner with displays of the children's own stories and hard work. Children enjoy sharing books with staff and friends. They are also learning to write their own names which again are proudly displayed around the pre-school. Children investigate using their senses. They play listening games that encourage them to explore objects and sounds. The children often go out on nature walks and bring back what they have found to talk about at circle time. Children are confident when talking and are happy to stand up and talk at story time. Children are encouraged to express themselves in many ways. They can paint, draw and sing. Some children enjoy standing on the stage and sing and dance whenever they want to. This helps build children's confidence and acceptance of who they are.

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

The provision is good.

All children are valued as individuals. Children develop a positive attitude to others and are gaining a good understanding about the wider world and community through carefully prepared topics. Staff ensure they know about children's needs with regard to religion or culture so they can help each child acknowledge their own culture and see it as important. They work together to support parents and children with English as a second language. Children's spiritual, moral, social and cultural development is fostered.

The staff work hard to support all the children in their care and have put in place secure measures to assist children with learning difficulties. Children who need assistance are quickly recognised and staff work in partnership with outside agencies to ensure individual educational plans are in place to support their children.

Children's behaviour is very good. Staff set clear boundaries about what behaviour is acceptable and include parent's in their practise. There is a clear policy in place and this is available for parents and staff to read.

Partnership with parents and carers is good. Staff value parents contributions and children benefit from their parent's involvement in their learning. Although the playgroup has lots of good information for the parent's. The notice board does not always keep copies for parents to refer to. However, parents do receive their information via newsletters, open evenings and informal daily chats. Parents receive good information about the Foundation Stage. The information outlines what children are expected to learn and how they will learn. This helps parents understand that play has an important role in developing children's skills for the next stage of learning.

## **Organisation**

The organisation is good.

All the documentation required for the safe and effective management of the pre-school is in place. All policies and procedures are up to date with current legislation. There are effective recruitment procedures in place and staff are aware of their role and responsibility in protecting the children in their care. All staff hold a qualification in Early years. The management team and committee understand the importance of regular training and staff are encouraged to attend new and relevant courses. This helps promote good outcomes for children.

Leadership and management is good. Clear aims show a commitment to providing good quality care and education. Staff are passionate in their care and strive to ensure all children enjoy their time at pre-school. Staff work well as a team and clear communication allows them to provide a stimulating environment in which children can learn. Planning covers all areas of learning and is informed by observations made on the children. Staff are supported well by the management and committee. Staff are well deployed within the playgroup and use their initiative and move around according to the children's needs.

The pre-school meets the needs of the range of children for whom it provides care.

## **Improvements since the last inspection**

At the last inspection the following recommendations were made:

- 1) Develop an operational plan to inform parents of planned changes including staff training. The setting have an operational plan that is a working document which they add to.
- 2) Ensure parents and staff are informed of the no smoking policy and that the policy is upheld. The setting have put up signs and there is a policy included in the welcome pack.
- 3) Provide an area for children who wish to relax or play quietly, equipped with appropriate furniture. There is now an area for children to relax and play quietly.

## **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 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):

- further develop the parent's notice board

#### **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):

- ensure staff use open question techniques to help children organise their thoughts

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)