

Cudham C.E. Pre School

Inspection report for early years provision

Unique Reference Number	EY355108
Inspection date	10 July 2008
Inspector	Stephanie Graves
Setting Address	Cudham School, Jail Lane, Biggin Hill, WESTERHAM, Kent, TN16 3AX
Telephone number	01959 572 673
E-mail	admin@cudham.bromley.sch
Registered person	The Governing Body of Cudham C.E. Primary 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?

Cudham C.E. Pre School opened in 1992 and re-registered in 2007. The setting operates from one main room, the school dining room and a lobby area, in a single storey building. The premises are situated within the grounds of Cudham C.E. Primary School in Bromley, Kent. A maximum of 25 children may attend the group at any one time. The group is open each weekday from 09.00 to 12.00. The setting operates for 38 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 28 children aged from two to under five years on roll. All of the children currently attending receive funding for nursery education and come from a wide catchment area.

The pre-school employs five members of staff, three of whom hold appropriate early years qualifications and two members of staff are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children actively learn about good health and hygiene procedures. For example, many independently visit the toilet and wash their hands using antibacterial soap. Staff use antibacterial agent on surfaces to help prevent cross infection and ensure children with infectious illnesses do not attend the setting. This helps to avoid the spread of infection. Children benefit from the records kept that ensure any accidents or medication are recorded appropriately. Written consent to seek emergency medical advice or treatment is also in place. These measures help to promote children's health needs. Children have many opportunities to play actively to promote their physical skills and they will also take time out to rest and engage themselves in a quieter activity, which promotes their sense of well-being.

Children have regular drinks to help keep hydrated and can choose from a range of different healthy snacks. These include bread sticks and a wide variety of fresh fruit. They learn about healthy eating through effective staff explanations and the activities provided. For example, they make fresh fruit salad with choices including pineapple, strawberries and raspberries and learn new words including 'kiwi' and 'nectarine.' Clear agreements are in place with parents to ensure children's dietary needs are met.

Children take part in many different physical activities provided through the nursery education curriculum. They can freely access resources that help to promote their fine manipulative movements, including mark making, malleable materials, construction and art and craft activities. They have opportunities to exercise through music and movement and also to use large apparatus. They can climb, crawl, balance, hop and jump for instance, over an obstacle course, which promotes larger muscle movements and co-ordination.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children can play and learn within safe boundaries. This is because staff are vigilant, supervise them well and ensure the premises are secure. Toys and resources are suitable, easily accessible and mean children can choose what they wish to play with safely. Effective procedures promote children's safety at all times. For example, a risk assessment is in place and daily checks are carried out on the premises. This helps to reduce the risk of accidental injury. Visitors to the pre-school are clearly recorded, helping to monitor who is present at any time. Children learn about personal safety through clear explanations by staff. For example, they learn how to move safely during music and movement activities, practise the emergency evacuation procedure regularly and learn how to use equipment and resources safely. This helps them develop an understanding of how to keep themselves and others safe.

Children's welfare is promoted through the procedures in place that help to safeguard them at all times. Although staff have not fully updated their knowledge and understanding of safeguarding children to current requirements, all staff know where to find up-to-date information and understand their duty towards the children in their care. They recognise the signs and symptoms of abuse and know what to do and who to contact in the event of a concern. This helps to ensure children's welfare remains the group's priority.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive and settle quickly and confidently. They become involved and interested in their chosen play pursuits and can freely select a good range of toys, resources and activities. These include mark making, art and craft, food activities, construction, small world activities, books, puzzles and role play. Children enjoy meaningful relationships with staff who make themselves readily available to talk and play with them at all times. Staff have a good understanding of the range of experiences children need to progress. Children are encouraged to lead in their play and staff offer support where needed, which means their experiences are purposeful. Children's creations are attractively displayed around the setting and in progress files, helping them to take a pride in their personal achievements.

Nursery education.

The quality of teaching and learning is good. Children are progressing well through the stepping stones towards the early learning goals. Their achievements are evident in relation to their starting points, which are clearly identified. Staff implement the Foundation Stage curriculum well and observe children's play and learning experiences throughout their time at the setting. The methods for assessment are not applied consistently, although the next steps needed in children's learning are used to inform future planning. This demonstrates how children are progressing. Planning is well documented and covers all areas of learning. Activities and experiences are evaluated to ensure they are worthwhile and help to identify any areas for improvement. The setting enjoys close links with local schools and the completion of a progress transfer record helps to provide continuity for children starting school.

Children independently access their preferred activities and are very sociable with staff and one another. They are well behaved, learn to share and take turns and play co-operatively with others. Opportunities for mark making are available in a range of different activities and children can freely access mark making resources to develop their own ideas through play. They communicate well and there is a huge emphasis on promoting their phonological awareness and communication development, which promotes these early skills well. Children know when to speak and when to listen, for example, turn taking games or stories where staff leave the ends of sentences open for children to complete. This enables them to become fully involved and several go on to develop their own story time, engaging others during free play. Children are encouraged to recognise and write simple words, including their own names and a range of environmental print means their early awareness of written words and numbers is promoted well.

Mathematical concepts are promoted throughout the pre-school and enable children to develop a good understanding of number, size, shape and measure. Children enjoy matching and sorting and number concepts are incorporated into songs and rhymes. They have every opportunity to access a good range of resources that help develop their early mathematical skills. They take part in opportunities to explore capacity, which is evident, for instance, as they fill and empty containers with dried lentils and split peas. This also enables them to explore and investigate using all the senses as they feel the texture and listen to the sound made as they play. They learn about living things and have access to a nature garden, where they can learn about the natural environment and things that grow. They enjoy discussing their home news and interests in group activities, which helps to promote their awareness of other people's lives and experiences.

Children make their own creations, for instance, through experimenting with play dough or pasta and glue during a craft activity. They enjoy taking part in action songs and rhymes and learning about colours, through painting and identifying the different colours of fruit. They enjoy role play opportunities, for instance as they roll hair curlers into their hair and pretend to eat in a Chinese restaurant complete with an appropriate menu and other resources. These experiences help children represent real life experiences through their play.

Overall, the setting plans a provides a good range of experiences to ensure children's intellectual, physical, social and emotional development are well promoted.

Helping children make a positive contribution

The provision is good.

Children are welcomed equally into the pre-school and cared for according to their individual needs. Staff are very attentive, which helps children to develop a sense of belonging. Children develop a knowledge of the wider world through activities that teach them about different cultures, festivals and religions. They enjoy dancing to Indian music and accessing toys and resources that promote positive images of diversity. This helps children to understand the similarities and differences between themselves and others in society. Children are well behaved and enjoy good relationships with staff and one another. This is because staff offer much praise and encouragement for individual achievements. They are good role models, which encourages children to be polite and use good manners. Behaviour management strategies therefore, promote children's welfare and development. Children benefit from an effective partnership with parents. All information is shared and positive steps are taken to ensure parents are kept informed of all relevant policies and procedures. Parents feel their children are provided with good quality care and learning experiences and are able to share their progress. This provides children with effective support between home and the pre-school environment.

The partnership with parents is good. Parents of children who receive funding for nursery education are provided with quality information about the curriculum. Children's progress records are shared and meetings take place in preparation for school transitions. The curriculum planning is clearly displayed and parents know they can visit the setting to share their own special knowledge and skills. This extends children's learning opportunities. Children's spiritual, moral, social and emotional development is fostered. They play cooperatively together and can be heard laughing companionably, or observed happily engaged by themselves. They enjoy talking about their favourite activities and interests and staff respond in a way that helps to ensure their contributions are valued.

Organisation

The organisation is good.

Children are cared for within a well organised environment. They enjoy warm relationships with staff and can easily access a good range of toys, resources and experiences. Systems are in place to ensure the adults working with children are suitable and staff work well together as a team. Although safeguarding training has not yet been updated, training needs are addressed and a range of short courses have been attended. The registration certificate is displayed clearly and all the necessary records are in place and shared with parents. Daily attendance records are kept for children and staff. The range of policies and procedures underpin the group's professional practice and contribute towards promoting children's welfare, care and learning effectively.

The leadership and management is good. Staff apply the Foundation Stage requirements well. Clear aims are in place to promote the development and achievements of all the children. Observations are carried out regularly and the next steps in learning are identified and addressed. However, some improvement is required regarding the systems for assessment. Curriculum plans incorporate the early learning goals equally and staff integrate care and nursery education well to promote children's development. The provision of toys, equipment and resources is good, promoting interest and motivation and enabling children to progress well. The quality of teaching and learning is evaluated as well as the effectiveness of the experiences provided. The setting enjoys close links with local schools, which helps to prepare the children for transitions into school.

The pre-school provides a professional service. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration 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):

- update staff knowledge and understanding of safeguarding children procedures to current requirements.

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 systems for assessment to ensure this is completed consistently for all children.

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