

# Charterhouse Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	EY376872
<b>Inspection date</b>	02/10/2008
<b>Inspector</b>	Susan Linda Capon
<b>Setting address</b>	The Highway Primary School, The Highway, ORPINGTON, Kent, BR6 9DJ
<b>Telephone number</b>	07796 264886
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

Charterhouse Pre-school at The Highway Primary School is one of two pre-schools owned by Charterhouse Pre-school Limited. It was registered under the current providers in 2008. The pre-school operates from a large room with associated toilets and kitchen area in a premises situated within the grounds of a primary school in the Orpington area of the London Borough of Bromley. There is a secure outdoor area adjacent to the premises. Children attend from the local area and for a variety of sessions.

The setting supports children with learning difficulties and disabilities. Some children attending have English as a second language.

The pre-school is registered to provide care for a maximum of 30 children between two and under five years old at any one time. There are currently 31 children on roll.

The pre-school is open each weekday from 09.00 to 12.00. An additional session is available on Thursday afternoons between 13.00 and 15.30.

A team of eight staff care for the children. Of these, five hold a relevant childcare qualification. Two staff are currently studying for a childcare qualification equivalent to NVQ Levels 2 and 3.

The setting receives support from the local authority through an early years advisor and the area special educational needs coordinator.

The group is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

## **Overall effectiveness of the early years provision**

All children are making good progress towards the early learning goals as their individual needs are well met at all times. The consistent, dedicated staff team provide children with a stimulating and interesting programme of activities, keeping everyone fully involved and busy throughout each session. The preschool promotes inclusion for all children attending. The excellent risk assessments and rigorous employment procedures ensure the children's safety at all times. Staff's personal knowledge and understanding of the Early Years Foundation Stage curriculum ensures children receive a balanced curriculum of adult led and child led activities each day. The extensive self-evaluation of the group, ensures children receive high quality care at all times.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- ensure there are sufficient water jugs readily available during snack time to prevent children waiting for their drink.

## **The leadership and management of the early years provision**

The new providers in conjunction with the consistent staff team have worked hard to achieve their QUILT accreditation. All policies and procedures have been fully updated and are readily available to all staff and parents. This ensures consistency when working with the children. In-house training has enabled all staff to become fully conversant with the Early Years Foundation Stage curriculum. This in turn allows them to deliver an interesting and varied programme for all the children attending the setting. All staff have developed their childcare practices through attending additional training opportunities. Excellent induction procedures ensure all new staff and any volunteers understand what is required of them when working with the children. Un-vetted persons are never left alone with the children, maintaining the children's safety at all times.

The group has completed an in-depth self evaluation of their provision, including information gathered from all staff and parents associated with the group. This ensures the group offer the highest quality care to all the children attending as they are fully aware of their good practice and areas requiring improvement. Excellent day to day risk assessments ensure the premises are always safe and secure. Staff continue to undertake regular assessments, reviewing their premises and practices, identifying any areas requiring updating or change to ensure the children's safety. Staff work hard to ensure every child is fully included in their setting. The excellent systems particularly support children with learning difficulties or disabilities and those with English as an additional language. For example, Makaton signs and signing enables all the children to recognise the routine for the day and be fully involved. Staff liaise closely with parents and other professionals providing continuity of care, for example, occupational health and physiotherapists meet with staff to discuss individual educational programmes.

The staff team promote parental involvement, encouraging all parents to be fully involved in their child's education and welfare. Parents receive quality information through the well organised notice boards, regular newsletters and coffee mornings. An open surgery held each week provides parents with opportunities to speak to management about any concerns they may have or to discuss their child's development and progress. Additional appointments are always available and staff are present at the beginning and end of every session to share information as required. Parents are fully aware of the complaints procedure and see all relevant associated policies and procedures. This ensures everyone is fully conversant with the ethos of the group and the day to day operational practices.

## **The quality and standards of the early years provision**

The pre-school staff provide high quality care for all the children attending. They provide an extensive range of suitable, innovative, interesting, stimulating activities every day, supporting each child's progress and development through the early

learning goals. Children and their carers receive a warm welcome on arrival, making them feel valued and part of the group. Children develop good self-esteem as they see their artwork suitably displayed.

The children's welfare and safety is paramount to the staff. The high adult to child ratios ensure the children are fully supervised both indoors and outdoors. All areas of the premises are safe and secure, preventing children leaving the premises unnoticed. For example, double bolts are fitted to the outside gates. All the children are developing a good awareness of keeping themselves safe, for example, they know they must use the woodwork equipment carefully to prevent accidents.

Children have an excellent awareness and understanding of the importance of being healthy. They all enjoy regular snacks of fresh fruit and drink milk or water. Staff are fully conversant with individual dietary needs, ensuring these are always considered when offering food, drink or undertaking cooking activities. Regular food tasting activities extend children's awareness of other foods, particularly those linked to other cultures. For example, they tried different breads and goat's and sheep's cheese. Children develop their independence skills as they hand out the beakers and pour their own drinks. However, some children are kept waiting for the water jug as only one is available between several tables. Children recognise how their body works as they stop to take a rest or a drink after physical exercise.

The staff effectively plan for each child's individual needs through regular observations built on the information provided by the "sister" group the child has previously attended. Excellent daily evaluation of planned activities and individual children's learning ensures continual progression for each child. Staff know the children well and incorporate the children's own likes, dislikes and special interests into the daily planning, making it meaningful to the children. There is good balance of adult-led and free-choice activities each session. All areas of the curriculum are covered equally, ensuring all-round development for every child. Regular well written observations ensure children's progress is well charted, identifying their next steps for progression. This enables each child to reach their individual potential prior to leaving for school. Well written reports, incorporating parents' own comments and views, enable everyone to be involved in future planning.

Every child is making very good progress towards the early learning goals. Activities offered ensure each child can participate at their personal level. For example, the art and craft activity enabled older children to draw their own billy goat, while others used a stencil.

Minimal behaviour management is required as children understand the group rules and are occupied and busy the entire session. They are encouraged to share the toys and equipment. Egg timers are used as a tool to enable children to wait their turn patiently when playing with popular equipment, for example, when using the bikes and scooters.

All the children enjoy regular opportunities to enjoy the indoor and outdoor activities. A free flow system is available during the better weather, incorporating sand and water play activities. Children enthusiastically dress themselves for the outdoor activities. They competently pedal the bikes, climb, jump and slide using

the climbing apparatus and dig in the soil. They particularly enjoyed growing seeds and plants and tasting their home grown tomatoes. Children play cooperatively, working as a whole group, using the building materials to create their own huge model. They are developing excellent vocabulary skills as they talk to one another, negotiating who will use the remote control cars next. All the children enjoy listening to stories, particularly when a parent helper attends for this activity. They role play in the home corner, pretending to bake cakes and mend the equipment. Children enthusiastically explore the sawdust, looking for the buried treasure, and enjoy pretending to be leaves in the singing activity. They sing the words to a new song with gusto. Children are developing a good awareness of their local community and the world about them through a variety of visitors to their group, for example, Kodaly music and an optician. They enjoy learning French words as they play with the potato man.

## Annex A: record of inspection judgements

### 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	Outstanding
How well does the provision promote inclusive practice?	Outstanding
The capacity of the provision to maintain continuous improvement.	Outstanding

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	Outstanding
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Outstanding
How well does the setting work in partnership with parents and others?	Outstanding
How well are children safeguarded?	Outstanding

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	Outstanding
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	Outstanding
How well are children helped to stay safe?	Outstanding
How well are children helped to be healthy?	Outstanding
How well are children helped to enjoy and achieve?	Outstanding
How well are children helped to make a positive contribution?	Outstanding
How well are children helped develop skills that will contribute to their future economic well-being?	Outstanding

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website:  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met



## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since registration.

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.