

SeeSaw Pre-School

Inspection report for early years provision

Unique reference number 127524
Inspection date 15/12/2008
Inspector Cilla Rachel Mullane

Setting address Wingham Village Hall, School Lane, Wingham, Canterbury,
Kent, CT3 1BD

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Type of setting 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

SeeSaw Pre-school opened in 1999 and is run by a management committee. It operates from the village hall in Wingham, near Canterbury, Kent. The whole of the building is accessible for people with disabilities. There is an enclosed garden for outside play.

A maximum of 16 children may attend at any one time. The pre-school is registered to care for a maximum of 16 children in the early years age range. The provision is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently 28 children on role, 22 of whom are in receipt of government funding. The pre-school is open five days a week term time, from 09.15 until 13.00. The pre-school has experience of supporting children with learning difficulties and disabilities, and children who speak English as an additional language.

There are five staff members working with the children, four of whom have an Early Years qualification. All staff members attend short courses. The pre-school receives support from an early years advisor.

Overall effectiveness of the early years provision

The setting meets the needs of children in the Early Years Foundation Stage (EYFS) by ensuring staff know all the children well and can therefore respond to their interests and treat them as individuals. All children are making progress in their learning and development, and their welfare is promoted. Resources, and toys and equipment are accessible to all children, and children who speak English as an additional language gain confidence as they are treated with sensitivity. Staff and management are taking steps to ensure that continuous improvement is maintained: they have started to evaluate their practice, and attend training, for example, for the implementation of the EYFS.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- identify children's starting points, use observations to assess and record their progress, and to plan their next steps to meet their developmental and learning needs
- improve the organisation of large group times so that all children are enabled to enjoy this time, and participate fully
- continue to develop the self-evaluation process to identify strengths and weaknesses, and target areas for improvement
- review and update the pre-school's policies and procedures to fully reflect current legislation and guidance

The leadership and management of the early years provision

The pre-school is generally well managed by a supportive committee. Most required records, such as the record of attendance are well maintained. Staff have begun to work together in order to self-evaluate the effectiveness of the provision. They have appropriately targeted some areas for improvement and development. For example, they plan to introduce 'creating my unique story' books which will show children's starting points and make their progress clear. The pre-school's policies and procedures have been identified as requiring updating, so that they appropriately guide staffs' care of the children, and give parents accurate information: they currently refer to obsolete guidance.

Although policies and procedures refer to previous guidance, the pre-school has held a meeting for parents to inform them about the EYFS and details about the setting. Where parents could not attend, letters were sent out, ensuring all parents received the information. Questionnaires for parents are planned to ensure that their needs are met. Where children are cared for by other carers, such as childminders, staff maintain an exchange of information to ensure continuity of care. Parents contribute to 'all about me' forms, helping staff meet children's individual care needs, for example, telling staff whether or not children can use the toilet independently.

Children are well safeguarded. Staff have attended training, and more is planned, so that they have good knowledge of child protection issues and procedures to guide them if they had concerns about a child. Furthermore, a wealth of up-to-date information is available for reference, including important documents such as Kent's safeguarding handbook.

The quality and standards of the early years provision

Great care is taken to set up the environment so that children can move around freely, selecting resources and activities that interest them, and which help them to progress in all areas of learning. There are soft cushions on which to cuddle up with adults to read books, and exciting role play opportunities, such as a fire engine, with hats, uniforms and extinguishers, and wrapping presents in Santa's grotto. Craft resources are available daily for self-selection. Staff are deployed well to support the children, and are good at interacting with them, encouraging them to reason and think by asking challenging questions. They are also careful to allow children to initiate and develop activities on their own, such as going to put out a fire in the fire engine. Children are interested in the activities available, because staff have noted their interests, and entered activities for individual children on the weekly planning sheet. Currently children's achievements are recorded in their 'learning journeys' and linked to the areas of learning, such as creative or physical development. However, there is not yet a record showing children's starting points and their progress towards the early learning goals. Regular and positive use is made of the new outdoor area, where children touch and talk about the frost, finding words such as 'crunchy' to describe it. They wave banners to the music, and chalk numbers for hopscotch. Children do not yet benefit from free-flow to and

from the garden. Indoors, they act independently and develop social skills at snack time. They develop their understanding of science when experimenting with mirrors and examining natural items, such as shells from the science trays. They manipulate play dough, cutting strips and making spirals. Large group times are enjoyed by most children, as they confidently chat about items brought from home, and listen to stories. However, not all children participate fully at this time: younger children become disinterested and bored.

Children are kept safe in secure premises where staff employ careful procedures, such as watching the doors during arrivals and departures. Thorough risk assessments are used very effectively to ensure children's safety, both for the premises and procedures. For example, staff report if equipment is unsafe, and prompt action is taken to keep children safe. Staff have undertaken health and safety training. Children learn to look after themselves when adults draw their attention to potential hazards. Fire drills are recorded and children benefit from practising the evacuation process. Children's good health is well promoted. At snack times they choose from a healthy selection, including grapes, apple, raisins and banana. They chat about hand-washing before eating. Staff are careful to provide the correct food for children with special diets, so they are well protected, but also included when the others receive treats during birthday celebrations. The well equipped garden is used to give children daily opportunities to play in the fresh air, and they develop balance and coordination on challenging equipment.

Behaviour management techniques used by staff are age appropriate and consistent. Children receive explanations as to why behaviour is unwanted, and quarrels are sorted out fairly. For example, finding another doll and buggy for a child who had taken someone else's doll. Children are therefore learning to be kind and fair. Large group times are used to discuss feelings, and children think about a teddy bear's feelings, and learn to consider the effect of their behaviour on the feelings of others. Children gain an insight into diversity in society as they celebrate a selection of festivals. They have regular access to programmable toys as an introduction to information technology. Opportunities for children to learn about their local environment are limited, as there has been only one outing this term.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	3

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

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 the last inspection.

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.