

Valley Pre-School

Inspection report for early years provision

Unique reference number 137374
Inspection date 09/12/2008
Inspector Margaret Coussins

Setting address Beckenham Lane, Bromley, Kent, BR2 0DA

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

Description of the setting

Valley Pre-School opened in 1991. It operates from a self-contained single storey building set within the playground of Valley Primary school. The group is registered on the Early Years Register. The premises consist of a main playroom, a kitchen area leading through to toilets, hand washing facilities and a changing area. There is also a fully enclosed outdoor play area. Some of the school rooms and grounds are also available to the pre-school. The pre-school is in a residential area with a few local shops nearby and serves children from the local area. There are currently 41 children on roll. The setting currently supports one child with learning difficulties related to speech and language. Four children on roll have English as an additional language. The provision is open for five days a week during school term times. Sessions are from 9.00 to 12.00 and 13.15 to 15.45. Children attend for a variety of sessions. There is a team of five staff, three of whom work part time. The leader and assistant leader are qualified to NVQ level 3, two other members of staff have level 2 and one has Parent Partnership Award.

Overall effectiveness of the early years provision

The overall effectiveness of the provision is good. It is well led and managed and meets all the welfare requirements of the EYFS. The provision promotes inclusive practice well because individual needs are recognised and valued by well-informed staff. There is good capacity to improve as provision is continually monitored and evaluated by all staff as part of its good self-evaluation process. Recommendations from the previous inspection have been met.

What steps need to be taken to improve provision further?

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

- ensure that staff consistently promote children's independence and interaction with each other and not do anything for them that they could do for themselves
- encourage children to form their letters in a style that is consistent with that expected in the EYFS in the school

The leadership and management of the early years provision

The setting is very effectively managed and operates efficiently on a day-to-day basis. Regular team meetings to share information on the children and review the quality of what is offered to them mean that there is continuous improvement. Recent improvements have resulted in a stronger partnership with parents so staff have a more detailed picture of children's starting points, and better quality observations and use of assessment information to plan the next steps for children. These have had a significant impact on the quality of children's learning and development and their individual welfare needs and demonstrate that the

recommendation in the last report has been fully met. There is good communication with the school and the strong partnership ensures that the transition to the school is smooth and without anxiety for the children. They visit their new teachers and classrooms and their new teachers visit them in the setting to build their confidence and establish good relationships. Children are well protected and all staff have a thorough knowledge of safeguarding procedures. Daily risk assessments are conducted on the premises and the equipment to ensure children's safety. Policies and procedure, records and documentation are well organised and provide good care for children in a safe, inclusive environment. All requirements are well established and shared with parents. Robust procedures ensure staff are suitable to work with children. To meet a recommendation in the last report, the manager ensures that there are always at least three staff on duty at each session.

The quality and standards of the early years provision

Children are given a warm welcome by all staff as they arrive and settle quickly and happily. They confidently engage in familiar routines, which encourage their independence such as finding their photograph to self-register and their own named coat pegs. A good range of age appropriate activities are made available and children quickly become involved in an activity of their choice, sometimes playing on their own and at other times supported by an adult. The rooms, although small, are organised well with a good range of resources that promote all areas of learning and which reflect diversity and provide positive images of a range of cultures. Children have a good awareness of how to keep themselves and others safe and respond well to reminders from staff and visual prompts and messages derived from stories read to them. Their awareness of safety is enhanced by visits from police officers, school crossing patrol officers and a visit to the fire station. They enjoy healthy snacks and develop good social skills as they sit, eat and chat with staff and each other. Fresh drinking water is available at all times. They understand the need to wash their hands before and after eating and putting used tissues in a lidded bin and the routines are well established and supervised. All staff have a good knowledge of the Special Educational Needs Code of Practice and the member of staff who leads in this area ensures that this is implemented. As a consequence, any children with learning difficulties are supported well and make good progress. Provision is also good for children who speak English as an additional language. Staff work well with parents to ensure that children's first language is valued and most resources are labelled in a variety of languages. At the same time, staff provide good role models to make sure that children rapidly acquire skills in speaking English. As a result of friendly relationships with staff and each other and a consistency in expectations by all staff, children behave well, enjoy their time at the setting and make good progress in their learning and development. Good planning ensures that all areas of learning are covered and activities provide a range of learning opportunities. For example, turning the outdoor house into Santa's Grotto involved children using their creative skills to decorate it, writing skills to produce tickets, speaking skills to act in role and mathematical skills to select the appropriate size and shape of paper to wrap presents. Outdoor writing opportunities continued building on the theme of feelings as children enthusiastically wrote and drew pictures to represent feeling

happy or sad, making a good contribution to their personal, social and emotional development. Examples of how children should form their letters are displayed in the setting. These vary however and can be confusing for children, who would benefit if the setting used the model that is consistent with the one expected in the EYFS in the school. Staff have a good understanding of the curriculum for young children and their personal needs and progress towards the early learning goals is supported very well. They ask good, open-ended questions to extend their thinking. On occasion however, staff intervene too early and too frequently so that children have fewer opportunities to work things out for themselves or resolve problems by talking with each other rather than adults. Staff know the children very well, their starting points and next steps through good assessment and observation, which ensures that each child's needs are being met.

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?	2
How well does the provision promote inclusive practice?	2
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?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
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?	2
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?	2
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?	2

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 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.