

Bockhanger Monkeys

Inspection report for early years provision

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Inspector

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Setting address

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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 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).

Description of the setting

Bockhanger Monkeys pre-school opened in 2004. It operates from the Bockhanger Community Hall on a residential estate in Kennington, Ashford. The pre-school serves the local area. Children have access to an enclosed outdoor play area. The pre-school is open each weekday from 08.50 to 13.00, for 38 weeks of the year, during school term times only.

The pre-school is registered on the Early Years Register and a maximum of 30 children may attend the group at any one time. There are currently 42 children aged from two to under five years on roll. The pre-school supports children with learning difficulties and children who speak English as an additional language.

There are six members of staff, five of whom hold appropriate early years qualifications NVQ level 3 and two volunteers who are currently in training for level 2. One member of staff is commencing NVQ level 3 training in August 2009. The group provides funded early education for three and four-year-olds.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The setting is constantly developing their practices to ensure they are offering good care and a positive learning environment for the children. Children are making good progress and are suitably supported with well thought out activities and availability of resources. Each child is valued for who they are and made welcome at the group.

What steps need to be taken to improve provision further?

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

- continue to develop parental involvement in supporting their child's learning needs and encourage them to contribute to the assessment process
- consider ways to further encourage the use of mark making and numeracy skills in all areas of the setting
- ensure that the current written consents from parents clearly shows how it relates to the seeking of any necessary emergency medical advice or treatment
- provide opportunities for children to use their home language in their play and learning and to have some reflection of this and their own culture in the environment.

The leadership and management of the early years provision

The pre-school is well organised. A thorough recruitment process helps ensure the suitability of staff. Their professional development is well supported; with regular appraisals and the availability of training they are kept aware current childcare

practices that benefit the children in their care. Development plans show that the staff regularly self-evaluate and reflect on the setting's environment and organisation. In addition, the staff team are open to guidance and support from other agencies and this demonstrates their willingness for continuous improvement in providing good quality care and education. The number of qualified staff is very good and the children gain from the very good attention they receive, due in part to the better than required adult to child ratios.

The written policies and procedures are clear and reflect the practices at the pre-school. The required records are in place although the written consent for emergency medical treatment or advice is not that clear and may lead to misunderstandings affecting children's welfare. The staff have a secure understanding of their responsibilities with regards to child protection. The risk assessment record shows how children are kept safe but have some independence as they access the toilets or use the outdoor area when they choose.

A good relationship exists between staff and parents. They receive copies of the setting's policies and with regular newsletters and displayed notices they have a good knowledge of how the pre-school operates. The children's assessment records and home contact books keeps them informed of their child's interests and progress as well as regular chats with their child's key person. However, they are not as fully involved in helping to support their child's next steps nor do they routinely contribute to the assessment process.

The quality and standards of the early years provision

The children have a fun time at the pre-school and have good relationships with the staff and each other. The staff team are friendly and enthusiastic and this encourages the children to get involved with them at the planned activities. While the children play, the staff are making observations that the key person uses to note children's progress and plan for their identified next steps. The assessment process and records give an effective overview of how well individual children are developing and learning. Each child is valued and included, with target planning supporting particular needs. The children are very confident and relaxed with their behaviour well-managed by the staff.

There are positive images of others and the wider world reflected throughout the environment with pictures, puzzles, dolls and books. However, there is less emphasis on individual children's home language or culture although this is known to help support children as they learn English. The recent availability of the enclosed outdoor area is positive and used well, as children decide if they want to play indoors or outside. They have some freedom of choice as they play, for example the children deciding to add water to the sand to make it wet. The outdoor area is being developed to encourage further exploration and investigation of the natural environment. The snack bar with a variety of healthy snacks is popular and used well by the children enabling them to choose when they break from their play and they are aware of the need for hand washing before eating. The secure premises mean that children have independence in accessing the toilets or the outdoor area as they wish.

There is a broad range of resources, with those put out daily meeting children's interests, the planned activities offer a balance across the six areas of learning. Children gain awareness of technology as they use the good quality and interesting toys such as the remote control car, CD player or microphone. Small tables around the room have some items for exploration. Most children are chatty and very keen to communicate with others. They have daily access to mark making materials and learn numeracy skills, however, they use these less in other areas of the setting. Children's creative development is particularly well supported as they use a good selection of materials and use scissors, glue, hole punches and Sellotape for their own imaginative creations.

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?	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?	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?	3
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?	3
How well are children helped develop skills that will contribute to their future economic well-being?	2

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