

Top Banana Pre School

Inspection report for early years provision

Unique reference number EY301539
Inspection date 10/03/2009
Inspector Susan Linda Capon

Setting address Seal War, Memorial Pavillion, Seal, Recreation Ground,
High Street,, Seal, Sevenoaks, Kent, TN15 0AL

Telephone number 07958 528808

Email

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

Top Banana Pre-school opened in 2005. It operates from one room in a memorial hall situated in the village of Seal, Kent. There are also associated toilets, kitchen and cloakroom available. Children access a secure garden for outdoor play.

A maximum of 22 children in the early years age group may attend at any one time. There are currently 49 children on roll in the early years age group. The pre-school is open each weekday from 9:15 to 15:00, term time only. Children come from a wide catchment area and attend for a variety of sessions. The setting supports children who speak English as an additional language and those who have learning difficulties or disabilities.

The pre-school employ seven staff, excluding the provider. Of these, six staff, including the provider, hold appropriate early years qualifications. The provider is working towards the Early Years Foundation Degree. Two staff are working towards a relevant childcare qualification. Additional regular visitors include a dance teacher, music teacher and gym organisation.

The pre-school is a member of the Pre-school Learning Alliance and receives regular support from the local Early Years team and Area Special Educational Needs worker.

The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children make good progress and development as the group meets their individual needs for the majority of the time. The strong staff team provide a stimulating, interesting programme of activities, keeping the children busy and occupied throughout the session. Children have an excellent awareness and understanding of the importance of being healthy as they enjoy healthy, nutritious food and drink, during each session.

The pre-school promotes inclusive practice, incorporating the needs of children with English as an additional language and those with learning difficulties well. The staff team are able to evaluate their provision well, incorporating the views of the parents, demonstrating their ability to improve the provision they provide to offer good quality care for the children attending.

What steps need to be taken to improve provision further?

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

- extend the toys, activities and equipment for disability awareness, enabling children to develop their knowledge and experience in this area.
- ensure all incidents resulting in accidents are recorded separately, enabling

- staff to continue to monitor any ongoing situations.
- consider the needs of all the children attending when offering whole group activities within the pre-school.

The leadership and management of the early years provision

The pre-school has reviewed all its policies and procedures, ensuring they are up to date and meet legal requirements. Staff implement these fully throughout the day. They are readily available to all parents, ensuring they are aware of the ethos of the provision and the day-to-day operational plans. The staff continue to develop their childcare practice and skills through attending relevant training opportunities. For example, Special Education Needs Coordinator and self-evaluation training. The children are safeguarded, during their time at the pre-school through the rigorous employment checks completed on all staff, ensuring their suitability to work with children. Good induction information for new staff and students ensure everyone is fully conversant with their individual role and responsibilities within the group. No unvetted persons are ever left alone with the children, ensuring their continual safety at all times.

The pre-school carries out a detailed self-evaluation of their provision, enabling them to identify their particular strengths and weaknesses and areas for improvement and development. Many items identified have already been completed, improving the provision for the children attending. For example, mobile water units enable children to wash their hands in the playroom, offering a more hygienic provision for this activity. Daily risk assessments prior to children arriving, ensure all areas of the provision are safe for children to use. The staff team work hard to include every child in the activities provided. However, some whole group activities require attention as they do not always meet the needs of the younger and less able children, attending the session. Staff liaise closely with other professionals and settings children attend, to ensure continuity of care is provided, in agreement with the parents' wishes. There are limited opportunities for children to develop their awareness and understanding of disability and the resources require extending in this area of the provision.

The provider and her staff team have worked extremely hard to develop excellent relationships with all the parents. Parents are very happy with the care provided for their child. They find the staff genuine, supportive, friendly and approachable, making them and their children feel at home and part of the group. New children settle quickly through the good relationships maintained with all parties, enabling children and parents to develop confidence in the setting and with the staff team. Quality information is provided through the prospectus, policies and procedures, notice boards and regular newsletters. Parents are encouraged to add their own views and suggestions for improvements at any time. Changes to the provision has been made reflecting parents' views. For example, additional opportunities have been arranged for parents to meet their child's key worker to discuss their child's development and progress.

The quality and standards of the early years provision

The hard working staff team set out and pack away a good range of activities, toys and equipment on a day-to-day basis. Children proudly show their parents their displayed artwork, developing their self-esteem and confidence. Everyone is greeted with a warm welcome and friendly smile, enabling families to feel welcome and valued.

The children's safety and welfare is paramount to the staff team. High adult to child staff ratios ensure the children are always fully supervised particularly when using the free flow indoor outdoor playtime. The premises are very safe and secure, preventing children leaving unnoticed at any time. Medication and accident records are well maintained and follow the group's policies and procedures. Some incidents, resulting in accidents are not recorded separately, preventing staff from monitoring any potential ongoing situation. Good sickness procedures ensure children do not attend when they are unwell, preventing the spread of infection.

Children prepare their own healthy, nutritious snacks each day at the snack bar. This enables them to take their snack when they wish and prepare the amount of food they intend to eat. A good range of choices of fresh fruit is available and staff encourage children to try new foods. Special knives enable children to cut up their own fruit in safety while staff remind them their knives at home may not be as safe. Excellent information is provided for parents, making up a packed lunch for their child, ensuring no nut products are included and healthy eating continues to be promoted. This also helps parents develop their awareness of healthy eating. Individual dietary needs are always considered and the staff have become adept at finding egg free recipes for cooking activities. Children pour their own milk and water and take a drink after physical exercise in the garden.

All staff are conversant with the Early Years Foundation Stage curriculum, effectively incorporating this into the daily session. Each child is considered when staff formulate their plans, ensuring everyone is able to develop and progress at their individual rate. Planning encourages children to make their own selection of resources and activities. Innovative small group activities keep the children's interest as they learn. Children make up their own games, during the session. For example, they dig for buried treasure in the garden as they pretend to be pirates. Staff ensure there is a suitable balance of adult led and child led activities each session. Planning covers all areas of the curriculum equally, ensuring overall development for all the children. Staff know the children well. They complete an 'all about me' information booklet when children start at the group, building on this information to help children develop and progress. Good observations linked to the early learning goals make up the child's profile record. Staff incorporate photographs and artwork, making this a nice record for parents to keep. Parents add their own comments and views to the well written end of term reports, enabling them to be involved in their child's development and progress.

The children enjoy regular opportunities to enjoy indoor and outdoor play, using a free flow system for part of the session when the weather permits. They eagerly put on their own coats and Wellington boots ready to explore the corn flour activity

and paint the fence with the water. Balancing activities and throwing bean bags are favourites with some children. Children build with the large blocks and smaller construction materials, designing their own models. They enjoy regular opportunities to explore a wide range of different textures including paint, water, peat, sand, dough and clay. Children competently use the new computer, selecting their own game to play, for example, a matching pairs game. Writing letters in the post office area and drawing their own pictures enable the children to develop their mark making skills. Some children are able to write their own name, using recognisable letters. Children enjoy opportunities to participate in the music, dance and gym activities provided by regular visitors to the group. Singing songs and rhymes with the staff, using a glove puppet to maintain children's attention, helps keep the children's attention as they develop their counting and subtraction skills, for example, a five little ducks glove. The children particularly enjoy taking photographs of one another and looking through the album with the adults in the setting. They are developing their awareness of other cultures and the world about them through activities relating to Diwali and the Chinese New Year. Nature walks around the surrounding grounds enable children to learn about the natural world and collect items for their collages. Annual sports day and Easter egg hunts are a great hit with the children and their families. All the children behave well with minimal behaviour management required, during the session. Children are caring towards one another as they share the toys and equipment and take turns at activities.

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?	1
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?	1
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 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.