

Fordcombe Pre-School Group

Inspection report for early years provision

Unique reference number	127194
Inspection date	26/03/2009
Inspector	June Fielden

Setting address	Fordcombe Village Hall, The Green, Fordcombe, Tunbridge Wells, Kent, TN3 0RD
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Telephone number	07895 472610
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Type of setting	Childcare on non-domestic premises
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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).

Description of the setting

Fordcombe Pre-School is privately owned and run. It opened in 1978 and operates from two rooms in a village hall in the centre of Fordcombe village. Children use the field next to the setting for supervised outdoor play. It is open each weekday from 09.15 to 12.00, term time only.

The pre-school is registered on the Early Years Register. A maximum of 24 children may attend the pre-school at any one time. There are currently 21 children aged from two years to the end of the early years age range on roll. Children come from the local and surrounding areas. The pre-school currently supports children with learning difficulties and/or disabilities.

The pre-school employs three members of staff, two of whom hold appropriate early years qualifications to at least NVQ at level 2. The setting 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. Children are cared for in a warm and welcoming environment where they are able to make the most of the time they spend at the pre-school. Staff have an effective understanding of children's individual needs in order to promote their welfare and learning. There is a strong partnership with parents, other professionals involved in children's care and local schools. The setting is well organised and seeks parents' opinions to ensure that they follow their wishes. All staff are involved in the process of self-evaluation and the setting is aware of its key strengths and areas for further development.

What steps need to be taken to improve provision further?

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

- continue to develop the effective planning system to ensure that it clearly shows how it supports children's individual learning development
- establish a more formal staff appraisal system to ensure that all members of staff have regular appraisals

The leadership and management of the early years provision

Staff have an effective partnership with parents and provide them with all the necessary information on their notice board. Children's development records are sent home regularly and are available to parents at any time. Staff speak to parents at the beginning and end of sessions and encourage them to offer their assistance at the group. Parents send in items linked to children's topics and staff welcome parents from other countries to share their culture with the group. The setting has recently introduced parents' questionnaires which show that they hold

positive opinions about the pre-school, and staff intend to implement any improvements they suggest. Parents believe that staff are friendly and approachable and that they receive plenty of information about their child. Children are protected from harm as the majority of staff have attended courses in safeguarding and have a good understanding of this subject. Staff keep detailed records on children with learning difficulties and/or disabilities, and competently liaise with outside agencies involved in their care. They follow their advice and ensure that appropriate targets are set for them.

Children are cared for by well trained staff who are regularly sent on courses to improve and update their knowledge. Training needs are discussed, although a formal appraisal system is not currently in place for all staff. Staff work well together as a team, and information is passed on to them at regular staff meetings or as they set up in the mornings. Staff ratios are well maintained and effective contingency arrangements are in place to cover for any absences. An efficient recruitment and induction process is in place and the manager appropriately delegates responsibilities to staff. The self-evaluation of the setting identifies some of their main strengths as the way in which they communicate with parents and their key worker system, which allows them to get to know children well. Staff have made many improvements since their last inspection to address the recommendations that were made. These include ensuring that radiator covers are in place so that they cannot be touched when they are hot, that there are more challenges to encourage children to think and make good progress, and that time and resources are more effectively organised.

The quality and standards of the early years provision

There is a good balance of adult-led and child-initiated activities at the pre-school and staff find out about children's starting points through the initial child profiles that are completed with the parents. Well organised long and short term planning, that covers all areas of learning, is in place. This includes children's interests and items that they bring from home. Although at present the setting's effective system of planning does not clearly show how it supports children's individual learning development, there is evidence of this taking place in practice. Staff make regular observations of children and these are used to assess children's future needs and are used as evidence for their records of achievement. They also include photographs and an overview sheet which enables staff to tell at a glance any areas where children are not achieving as well as in others to assist them in identifying their next steps in learning. These records show that children are making good progress. The group organise visits from teachers at the local schools children will attend when they leave the setting, and communicate with others involved in the children's well-being.

Children are each greeted individually by staff at circle time and are given the opportunity to discuss their news with the group, raising their self-esteem. Staff develop children's number skills through everyday activities, such as getting them to count the number present each day or the bricks that they build with. Children play with small figures of people that have disabilities or are from different cultures to promote their understanding of diversity. Younger children have an opportunity

to express themselves through art and craft activities, while the older ones have a separate session aimed at developing their maths skills or other areas of learning. Staff support children with learning difficulties by providing a picture timetable for them to use and by teaching the group some sign language so that they can all communicate in this manner.

Children are taught to follow effective hygiene routines to raise their awareness of how to keep themselves healthy. They wash their hands before they eat and are encouraged to put their hand over their mouth if they cough and use a tissue when they sneeze. Children bring their own snacks, which mainly consist of fruit and vegetables. Staff make parents aware that healthy food should be provided for children. A jug of water is available to children at all times to ensure they are not thirsty, and all staff know about any allergies they have. There is a large selection of good quality toys and equipment that cover all areas of learning. The main hall is effectively divided into different sections, including ones for construction, role play and sand, with a quiet book corner where children can rest. The equipment is cleaned regularly and broken toys are discarded. The pre-school's risk assessments are reviewed regularly and staff efficiently add to these when children with specific needs join the group to check that it is organised in an appropriate manner to meet their safety requirements. Risk assessments are also completed for outings. Children are praised for small achievements and staff are always positive with them, appropriately ignoring minor issues so that they do not dwell on negative behaviour. Staff provide children with toys such as magnifying glasses and binoculars to encourage them to be inquisitive, and provide games to enable them practise taking turns and to allow them to work together as a group.

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.