

Nivan Lodge Pre-school Nursery

Inspection report for early years provision

Unique reference number 127409
Inspection date 12/03/2009
Inspector June Fielden

Setting address King Charles the Martyr Hall, Warwick Road, Tunbridge Wells, Kent, TN1 1YX

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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

Nivan Lodge Pre-school Nursery is privately owned. It opened in 1991 and operates from two rooms at a church hall in Tunbridge Wells, Kent. There is a small garden area that children use under supervision. The pre-school is open each weekday from 09:00 to 12:00 during term time only.

A maximum of 30 children from two years to the end of the early years age range may attend the pre-school at any one time. There are currently 46 children in this age group on roll. The pre-school currently supports children with learning difficulties and/or disabilities.

The pre-school employs eight members of staff, of whom six hold appropriate early years qualifications to at least NVQ at level 3. One member of staff has Qualified Teacher Status. 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 benefit from the friendly and caring environment at the pre-school, where their needs are well met. Staff seek parents' opinions on the provision and use these to enhance their practice. All staff are involved in the flexible system of planning, and they liaise effectively with other settings and professionals involved in children's care. The pre-school are aware of their strengths and areas for further development, and staff strive to ensure that children make the most of the time they spend at the setting. The appropriate records to ensure that children's welfare is well maintained are mostly in place.

What steps need to be taken to improve provision further?

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

- ensure that the risk assessment covers anything with which the children may come into contact, such as the drains in the garden area
- ensure that all activities planned for children provide them with maximum opportunities to continue to develop their independence

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that the register shows children's hours of attendance (Documentation) (also applies to both parts of the Childcare Register)

31/03/2009

The leadership and management of the early years provision

Children are cared for by well qualified and experienced staff. Effective procedures are in place to maintain staff ratios, and to provide cover for absent staff. The pre-school is well organised, and as a result staff turnover is low, providing continuity of care for children. There is an efficient recruitment and induction process, and staff appraisals, provide an opportunity for staff to discuss their future training needs. Staff work well together as a team, and the manager delegates duties and responsibilities to her deputy and other members of staff. Regular staff meetings allow the group to plan, reflect on their practice, and work together on projects, such as completing their self evaluation form. They identify the way in which they work hard to protect children from harm, and to make the setting attractive and welcoming to children as their key strengths. Also, the groups involvement in the local community and the way in which they encourage the police and others to visit them. At the last inspection it was recommended that the pre-school continue to develop the good care and learning already in place for children under three. As a result, staff now ensure that the needs of these children are identified through their observations, and specific provision is made for them in the planning. The pre-school also makes effective provision for children with learning difficulties and disabilities by involving parents, recording their concerns and exchanging information with others connected with their care. The setting provides all staff with their own safeguarding pack, which they can refer to at any time, and they receive training in this area.

Staff have an effective partnership with parents. The last inspection report recommended that staff continue to extend the way in which information about children's progress is shared with parents. Parents are now aware that they can either speak to staff informally at anytime, or make an appointment to discuss their child's development in more detail. Staff make children's records of achievement available to a child's parents on request. They provide parents with information on the learning and development requirements of the Early Years Foundation Stage, and make them aware of their child's key person. The parents' notice board obtains all the necessary information, including details of the themes and activities children will be working on each week. Parents feel that this is useful, as it enables them to continue this work with them at home, and be involved in their child's learning. They believe that staff provide a lovely environment for children and prepare them well for their transfer to school. Parents are involved in fund raising events and are invited into the setting on special occasions, such as Easter egg hunts, in order to share experiences with their children.

The quality and standards of the early years provision

Children are provided with a wide range of good opportunities to help them make progress across all areas of learning. Staff plan around weekly topics, and children's interests. The activities available are rotated throughout the session, to maintain children's interest. Staff regularly observe children to ascertain their individual needs and to identify their next steps in learning, which are included in

future planning. Children's development records are colour coded and dated to highlight children's achievements in the six areas of learning. These show that children are making good progress in all areas. Staff find out about children's starting points before they attend the setting, to ensure that their needs are met. Children freely access resources, which include toys that reflect different cultures, and are able to choose what they wish to do most of the time. There is an effective balance of adult led and child initiated activities. Staff support children while they play, to further develop the learning experiences for them. When appropriate, they separate the younger children from the older ones, to ensure that they are taught at their own level. Number activities are built into daily routines, for example, staff ask children to count how many are present at the start of the day. Staff know children well, and engage them in conversation about things that happen at home, and talk to them about their brothers and sisters. As a result, even the youngest children show confidence when speaking to adults. Children enjoy the sensory experience of playing with different materials, such as play dough and foam. Staff provide investigation boxes, which enable children to explore and experiment with interesting objects, including a tube filled with sparkly glitter, and cameras which they use in their role play. Children exercise on the climbing frame and slide, and use equipment to develop their ability to balance. Although children are generally encouraged to act independently, such as when they pour their own drinks, some opportunities to develop this further are currently missed by staff.

Children follow effective hygiene routines which raise their awareness of the importance of developing healthy habits. Children wash their hands after using the toilet and before cooking activities, and put their hand over their mouth when they cough, to avoid spreading infection. Staff talk to children about their visits to the dentist, and why they need to clean their teeth. Children are offered nutritional snacks, and are involved in making healthy dishes, such as fruit salad and vegetable soup. They are frequently praised for any small achievements they make, and their work is shown to the group, raising their self esteem. When children's behaviour is inappropriate staff discuss this with them and encourage them to apologise. Staff raise children's awareness of the needs of others in the world by involving them in raising money for charity. They provide them with battery operated toys to play with, to develop their understanding of information technology, and use the garden area to enable children to explore living things. There is a wide selection of toys and equipment that is in good condition, and appropriate for all ages and abilities. To maintain children's safety staff carry out regular risk assessments of the setting, although these do not currently include the drains in the garden area that is used by children. Also, the register in which children's attendance is recorded is not completed as required by the Early Years Foundation Stage.

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?	3
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 B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Documentation) 31/03/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Documentation) 31/03/2009

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.