

Blendon Pre-school

Inspection report for early years provision

Unique reference number 115340
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Inspector Sarah Morfett

Setting address St James The Great Church Hall, Bladindon Drive, Bexley,
Kent, DA5 3BS

Telephone number 020-8303-3170

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 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

Blendon Pre-School is privately owned and opened in 1969. It has been operating from St James the Great Church Hall since 2000. It is situated in the Blackfen area of Sidcup within the London Borough of Bexley. A maximum of 24 children may attend the pre-school at any one time. The pre-school is open on a sessional basis; Monday, Tuesday, Thursday and Friday mornings from 9.15 to 12.00 noon, and Wednesday afternoon from 12.30 to 15:00 for 38 weeks of the year. The hall is easily accessible and close to local amenities. All children share access to a secure enclosed outdoor play area.

There are currently 33 children in the early years age group on the roll. Of these 18 children receive funding for nursery education. This provision is registered on the Early Years Register only. Children come from a local catchment area. The pre-school currently supports a number of children with learning difficulties and/or disabilities.

The pre-school employs seven staff. Of these four staff including the manager hold appropriate early years qualifications. One member of staff is working towards a qualification and two staff have many years of experience.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children enjoy a varied range of activities planned within the Early Years Foundation Stage (EYFS) which provide them with opportunities to explore, investigate and make good progress. Every child is treated as a special individual because staff take time to get to know them and their capabilities, therefore their individual needs are met well. A strong partnership with parents and effective two-way flow of information ensures that they are involved in the children's learning and development and promotes the uniqueness of each child. The group are positive in their approach to continuous improvement, working together to identify areas for development and setting themselves realistic targets.

What steps need to be taken to improve provision further?

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

- develop an effective system to ensure that practitioners and other people aged 16 or over likely to have regular contact with children are suitable to do so.
- review the organisation of the end of the session to ensure that all children are suitably engaged and their needs are being met.

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

- ensure that at least one person with a current 31/05/2009

paediatric first aid certificate is on the premises at all times when children are present. There must also be at least one person on outings who has a current paediatric first aid certificate (Safeguarding and promoting children's welfare)

The leadership and management of the early years provision

Children are well supported by the close knit team of staff. There is a wide range of policies and procedures which underpin the setting's good practice and promote clear aims for the progression of the children. Staff working with the children are suitable to do so; however, the recruitment procedure is very informal, therefore not fully secure and poses a potential risk to children. Good links are forged with outside agencies and means the children benefit from their professional input. Staff training needs are suitably identified and they are able to attend training with the local authority to keep their knowledge of childcare practice up-to-date. However, most of the staff's first aid certificates have expired which means they are not able to meet the requirement fully. The group have a clear vision for the continual improvement of the setting. Strengths and weaknesses are identified at regular staff meetings using the local authority evaluation process and the Ofsted self-evaluation form. Improvements include the development of the outside play area ensuring children are sufficiently challenged in their physical development. Good progress has been made with the recommendation set at the group's last inspection.

Children are safeguarded well within the setting, for example, there is a clear risk assessment procedure carried out each day to ensure they play in a safe and secure environment and the excellent safeguarding procedure is fully understood by the staff. Children learn to keep themselves safe as they take part in an effective fire evacuation drill and are reminded of safety rules through the session. This helps to ensure that children's welfare and safety remains the pre-school's top priority. Parents are able to comment on the service provided through a questionnaire system, and report that they are very happy with the care their children receive. Staff work hard to implement the EYFS and as a team they effectively promote good outcomes for children.

The quality and standards of the early years provision

Children are happy and settled in the warm and friendly environment. They arrive eager to start playing and show a clear sense of belonging as they are greeted warmly by the staff. A good range of toys and resources provide opportunities for them to make choices about what they play with as they move freely between activities. Effective planning ensures that children are being provided with a good balance of experiences within the six areas of learning. Staff support children's learning with meaningful interaction which makes them think for themselves. Teaching methods include using open-ended questions such as, 'what' 'why' and 'how' giving children the confidence to make their own decisions.

The system for observation and assessment is good. Staff use an effective procedure to record what stage children are at when they first start. They take time to observe children at play to identify areas of strengths and areas for development. Their next steps are included in the weekly planning and build on their developing interests and abilities. Children are engaged and focused through most of the session. However, the organisation of the last part of the session leaves children distracted and sometimes disruptive therefore their individual needs are not being fully met at this time.

Children's welfare is promoted with success. They learn to keep themselves safe as they are regularly reminded of the safety rules; for example they are encouraged to walk inside therefore minimising accidents. Necessary steps are taken to prevent the spread of infection; for instance good cleaning routines are followed and if children are infectious they are kept at home. Accident and medication procedures are supported by clear written parental permissions where required and fully protect the children. They have good opportunities to be active as they regularly use the outside area. They enjoy snacks midway through the session learning what foods are good for them through the healthy range provided. Their understanding of the world around them is developed by participating in celebrations and festivals from other cultures. Children behave well in the pre-school because they are constantly offered praise and encouragement for their endeavours. This helps them to develop good self-esteem and therefore become confident learners.

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

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