

Treasure Chest Pre School

Inspection report for early years provision

Unique reference number EY378021
Inspection date 08/01/2009
Inspector Linda Patricia Coccia

Setting address Lower Halstow Memorial Hall, School Lane, Lower Halstow,
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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

Treasure Chest Pre School opened in 2008 and operates from the village hall in Lower Halstow, Kent. There is disabled access to the building. The pre-school operates as a family run partnership. A maximum of 26 children may attend the nursery at any one time. There are currently 19 children aged from two years to under five years on roll. The provider is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is open each weekday from 09.15 to 11.45 for 38 weeks of the year. All children share access to a secure enclosed outdoor play area. Children come from quite a wide catchment area. The nursery is able to care for children whose families speak English as an additional language. The nursery employs five staff of whom four, including one of the owners, hold appropriate early years qualifications. The other owner is working towards a qualification.

Overall effectiveness of the early years provision

The provision meets children's needs through the effective use of a wide range of procedures to cater for each child. For example, the manager carries out home visits to families to ensure she has a good understanding of their use individual home situations. Some procedures and practices have been changed since the group opened to enable staff to spend more time working directly with the children.

What steps need to be taken to improve provision further?

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

- consider ways to support the photographic evidence with written information in the children's observation records
- provide more opportunities for children to practise their problem solving, reasoning and numeracy skills and gain confidence in their use
- consider how the areas of learning could be further promoted at snack time

The leadership and management of the early years provision

The owners have a clear vision of how they want the pre-school to develop. Regular reviews of policies, procedures and practice are taking place and all staff are involved in the review processes. Staff are given regular supervision during their staff meetings and are offered time to attend training courses and workshops. Staff have a good understanding of how to safeguard children, most of them having completed recent updated child protection training. Through the use of the Pre-school Learning Alliance recruitment and vetting procedures, the manager ensures staff are well vetted and qualified. The provider recognises the importance of input from parents and see them as a valuable resource. For example, parents are encouraged to utilise their skills within the pre-school. The

provider has commenced the self-evaluation process and has plans to include parents and children in it. All regulatory paperwork is well maintained and kept up-to-date. The provider has begun to forge links with local primary schools to enhance children's transition to school.

The quality and standards of the early years provision

Children are happy and engaged. They participate in a variety of activities to help them explore their environment and learn about the world around them. For example, an activity using shaving foam helps children to use their senses. Another activity with ice cubes brings in elementary science. Self-selection of toys and activities are encouraged. Children move purposefully between the writing and book areas and really enjoy reading stories to each other, even writing their own books with guidance from staff. However, there is a lack of interesting opportunities for children to practise their problem solving, reasoning and numeracy skills.

The provider carries out initial observations on children and records children's likes and dislikes. Observations are carried out efficiently by staff and are available in child achievement folders. The photographic evidence in the records is not supported with information about the different areas of learning. The observations fully support the planning. Children are being very well cared for. Their individual medical or dietary needs are well catered for. Children are offered food which is healthy and nutritious and varied daily. However, there is little opportunity for children to develop their skills, such as pouring their own drinks and spreading choices of topping on their toast. Parent provide their child's drinks in drinking bottles/beakers. These are topped up as the need arises throughout the morning. Overall, children's needs are being well met.

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?	3
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 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 since registration.

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.