

Belmont Pre-School

Inspection report for early years provision

Unique reference number	127012
Inspection date	16/07/2009
Inspector	Stephanie Graves
Setting address	Scout Hut, Belmont Close, Maidstone, Kent, ME16 9DY
Telephone number	01622 720832
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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 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

Belmont Pre-School first opened in 1977 and is registered on the Early Years Register. It operates from two rooms in a scout hut in Barming, near Maidstone, Kent. The setting is accessible and all children share equal access to a supervised outdoor play area. The pre-school is open each weekday, Monday to Friday from 09.10 to 12.10 with additional sessions available on a Tuesday, Wednesday and Thursday afternoon from 13.00 to 15.30, during term time only.

A maximum of 32 children may attend the setting at any one time. There are currently 69 children aged from two years to under five years on roll, some of whom are in receipt of funded nursery education. Children attend from the local community. The group currently supports a number of children with learning difficulties and also a number speaking English as an additional language.

The provider employs 11 staff. Of these, eight hold appropriate early years qualifications and two are working towards a qualification. The provider is a member of the Pre-school Learning Alliance and receives support from local authority early years professionals.

Overall effectiveness of the early years provision

Overall the quality of the early years provision is good. The welfare and learning of each child is supported effectively by the setting. Inclusion is well promoted and incorporated into meeting the specific needs of individual children and their families. The partnership with parents is good and effective communication promotes consistency regarding children's welfare and development. The pre-school's capacity for maintaining continuous improvement is good. Previous recommendations have been met and several areas for development are well underway to promote more effective outcomes for the children.

What steps need to be taken to improve provision further?

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

- continue to create opportunities for children to move towards independence, for example, by having hand washing facilities safely within reach
- devise ways to reduce noise levels to encourage opportunities for children to concentrate, listen and respond with enjoyment during activities, such as group stories and singing activities.

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

- keep a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Suitable premises, environment and equipment).

30/07/2009

The leadership and management of the early years provision

The leadership and management of the setting promotes the learning and welfare needs of every child effectively. The process of self-evaluation is based on reflective practice and includes the viewpoints of parents, children and practitioners. Areas of strength are acknowledged and current targets for improvement include developing a better outdoor play area for the children, continuing to seek ways of working effectively with parents and improving toilet facilities. The setting works with local schools and outside agencies to ensure smooth transitions and appropriate support for children. Parents feel included and well informed about their children's progress and are actively involved in their learning and development. An effective range of written policies, procedures and guidance keeps them well informed about the Early Years Foundation Stage and requirements and contribute towards supporting the welfare and learning of their children.

Children are safeguarded well at all times, for example, their welfare is promoted effectively through clear child protection and safeguarding procedures. Practitioners have updated their knowledge through recent training, understand the signs and symptoms of abuse and can access a range of information to guide them should they have any concerns. A record of the risk assessment has not been fully maintained, which is a breach of regulation. However, practitioners risk assess the setting daily to ensure any potential risks to children's safety are quickly identified and reduced. A record of the risk assessment for outings is maintained and the provider is clear about the procedures in place. Therefore, children are able to explore and play within safe boundaries at all times.

The quality and standards of the early years provision

Children arrive at the setting confidently, settle quickly and choose their preferred activities. They can access a good range of experiences that cover all areas of learning and are easily accessible. Children eagerly talk about their favourite activities, which currently include 'painting' and 'playing in the sand'. Experiences are based on each child's existing abilities and interests and practitioners provide meaningful opportunities to extend what they already know. Children's independence is well promoted and the setting is working towards improving this in relation to them accessing better hand washing facilities. They demonstrate curiosity, for instance, as they use a rain maker, bells, drums and other instruments and explore the sounds or explore the texture of glue or play dough as they make their own creations. They become excited as staff teach them how to manoeuvre the sides of the play parachute 'up' and 'down'. They problem solve as they work out which coloured section of the parachute they need to be standing next to before taking a turn to go underneath.

Children develop good communication skills as they discuss concepts with practitioners and one another and respond well to signing. Children have

opportunities to discover how things work through programmable resources and role play equipment. They are creative and delight in 'falling into the sea' then scrambling to safety during pretend play using soft blocks. This enables them to act out scenarios through their play. Group time opportunities help to promote all the areas of learning, although some activities, such as story or song times become less effective through raised noise levels. This means some children become distracted or unable to concentrate. Children with learning difficulties and those speaking English as an additional language receive good support through clear partnership working with parents and outside agencies. The range of experiences available help children to develop the skills necessary for their future learning and development. Good use of observational assessment is used in a variety of forms and demonstrates children's achievements and progress from their initial starting points to when transfer documents are completed as they move into school. The setting works with local schools to aid the transition process.

Children learn about safety concepts, for instance, through practising the emergency evacuation procedure or learning to be mindful of others as they dance during music and movement activities. Their good health is well promoted through clear health and hygiene procedures. The measures in place, include the use of hand gel in between hand washes, help to reduce the risk of cross infection. Clear procedures ensure that children with infectious ailments do not attend the setting. This helps to prevent the spread of infectious conditions. Children learn about eating healthily as they discuss their snack time foods. These include finger vegetables and a good selection of fruit, which promote children's good health and awareness of healthy eating.

Children's behaviour is managed well because practitioners provide a good range of activities and experiences which keep them interested and involved. They receive plenty of praise and encouragement, learn to share and take turns and become responsible for their own actions. The positive behaviour management techniques in place effectively promote children's self-esteem and enable all children to participate equally as they develop a good sense of self-assurance and confidence.

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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