

Seal Village Pre-School

Inspection report for early years provision

Unique reference number	EY276356
Inspection date	30/04/2009
Inspector	Ron Elam
Setting address	C/o Seal C of E Primary School, Zambra Way, Seal, Nr. Sevenoaks, Kent, TN15 0DJ
Telephone number	07748 264 780
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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).

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

Seal Village Pre-School opened in 2004. It operates from one room situated within the grounds of Seal Church of England Primary School and is within walking distance of public transport. It is accessible to wheelchair users. It has links with a local nursery school. As well as the Early Years Register, the setting is registered on both the compulsory and voluntary Childcare Registers. A maximum of 16 children may attend the pre-school at any one time. The pre-school is open each weekday from 09.00 to 15.00 five days a week and currently offers morning sessions until 12.00 noon. All children share supervised access to the school grounds. There are currently 21 children on roll all aged from two to under five years. Of these, 12 children receive funding for nursery education. The pre-school supports children with learning difficulties and/or disabilities and children who speak English as an additional language. There are four full-time staff working with the children, two of whom are qualified. The setting receives support from the Early Years Development and Childcare Partnership.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The setting is inclusive and provides satisfactorily for children in promoting their welfare and learning. Children enjoy the opportunity to experience a range of activities and have individual care and support. The setting has successfully improved what it provides since the last inspection and has satisfactory arrangements to continue improving.

What steps need to be taken to improve provision further?

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

- develop a consistent approach to assessing and recording what children know and can do in order to review the activities offered to extend their progress
- improve the storage arrangements to increase opportunities for children to select equipment

The leadership and management of the early years provision

The links with parents are good. They know what the setting is providing from the newsletters, talking to staff, seeing what their child brings home each day and looking through the child's scrapbook. Parents are very pleased with the family atmosphere of the setting noting that their children become more outgoing and confident. One parent highlighted the change in her child after moving from another setting – when asking her what she did that day, she replies 'I have fun!' Parents also know how to help their children at home with a book bag every day through guidance in the newsletter. Some parents come to the setting to talk about their lives as a midwife or a fireman. The setting makes good use of the school's outside facilities including nature trail, playground and trim trail. Most

children move on to the adjoining primary school and settle in well because they spend afternoons in the summer term with the reception teacher before they transfer the following September. Local authority and other agencies are well used to support individual children when necessary. The manager and her deputy take advantage of the different training courses that are available.

The setting's self-evaluation is satisfactory. Questionnaires and general discussions with parents help the staff to review what they are offering. The local authority advisor provides guidance resulting, for example, in parts of the setting being set up for the various areas of learning. The weekly staff meetings also provide opportunities to consider improvements. The recommendations from the previous report have been followed. Changes can take time to be effective, for example, the setting has tried out different methods of monitoring and recording children's progress without yet deciding which is the most appropriate for the setting to use. This limits the planning of future activities for the children.

The arrangements for ensuring the safeguarding of the children are good. The building is secure and, when using the outside areas on the school site, the children move around freely but safely. The necessary police checks are made and child protection and first aid requirements are met. Health and safety risk assessments are in place and other records and policies fulfil statutory requirements.

The quality and standards of the early years provision

Children enjoy the range of activities provided for them. They settle immediately on arrival, quickly deciding what they want to do. They get on well with each other willingly sharing the equipment and talking to each other about what they are doing. A four year old girl took under her wing a three year old boy suggesting he try to copy letters from the word 'tadpoles', showing him how to hold a pencil and drawing a circle to start him off. He, nevertheless, soon found studying the tadpoles themselves to be much more interesting. The children have the confidence to get for themselves any equipment they may need. A wide range of resources are available but in some parts of the setting the storage arrangements require children to ask an adult. This limits the development of their independence. The staff continually oversee what is going on, making suggestions and asking children what they are doing. Some opportunities are missed to encourage them to think and talk about the activity and to help them develop their vocabulary. The playground is not next to the setting but the staff provide good opportunities for all the children to use the outside facilities. The trim trail is especially popular with, for example, one child showing a great sense of achievement as he crossed a chain bridge proudly turning to the others and shouting 'I did it! I did it!' Children are starting to become aware of the wider world as they undertake activities related to Diwali, Chinese New Year and Harvest Festival.

Care is effective. A tearful child was cuddled, given a toy and quickly and successfully regained a smile on her face. Personal hygiene is ensured after children use the toilet and before they eat, although they rarely need reminding. For example, before snack time they volunteered that they needed to wash their

hands because they were dirty and they wanted to remove the germs which could make them sick. They willingly choose from the healthy foods of different types of fruit, again volunteering that it makes them 'big and strong'. The development of their social relationships and good behaviour leads to the smooth running of the whole group. The skills and knowledge they are learning are a satisfactory preparation for the next stage of their education.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
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?	3
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?	1
How well are children helped to enjoy and achieve?	3
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?	3

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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