

Fawkham Pre-School

Inspection report for early years provision

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Inspector Linda Margaret Nicholls

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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

Fawkham Pre-School has been registered since 2005. It is privately owned and managed. The provision is registered on the Early Years Register. Registration is for a maximum of 10 children in the early years age range and there are currently 17 children on roll. Registration does not include overnight care.

Fawkham Pre-School operates from a self-contained single-storey annexe adjoining the owner's home. The property is located in Fawkham, near Longfield in Kent. Children have access to two rooms and two secure outside play areas. The pre-school opens five days a week during term time from 09.15 until 13.15 and children attend various sessions. The pre-school can support children with learning difficulties and/or physical disabilities and children who speak English as an additional language. The provision receives funding for early years education. There are three staff who work directly with the children and all have appropriate early years qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Children explore and experiment in an vibrant and enticing nursery environment where adults actively support and promote their welfare and development at all times. The provision is dedicated to supporting and extending the individual needs of every boy and girl ensuring they feel secure, included and involved. Children's safety is promoted at all times, allowing them to play and explore freely within recognised boundaries. The partnership with parents is consistently promoted, clearly supporting the unique needs of each child. Self-evaluation and an ongoing reflective practice lead to continuous improvement of the provision.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to plan and organise systems to record and identify children's progress towards the early learning goals, adding evidence of entry starting points to allow the excellent challenges provided to be tailored to meet each child's unique needs and pace of learning

The leadership and management of the early years provision

The pre-school is exceptionally managed and led so that adults are actively involved in the self-evaluation process to ensure improvements are effective and ongoing. The uniqueness of every child is fully supported and the emotional needs of every child are addressed continuously. Regular meetings, training and collaborative working ensures adults know their responsibilities and feel

empowered within their roles. Children benefit from motivated adults who provide imaginative and stimulating learning opportunities. Boys and girls access a full range of activities developing confidence and skills across all areas of learning.

The partnership with parents provides a consistent two-way flow of information. Parents are invited to contribute towards the self-evaluation process through questionnaires and daily feedback. They feel fully informed about all aspects of the provision and believe their children are making excellent progress. Systems for recording children's progress clearly show how they are moving forward in their learning. Parents are encouraged to be involved in the child's learning process. Although, children's learning achievements prior to starting at the pre-school are not identified. Once attendance is established parents are invited to attend nursery events. Transition into school provision is carefully planned with education professionals invited into the nursery to introduce themselves. The capacity for improvement is excellent. Previous recommendations have been clearly addressed with current practice creatively adapted to support positive outcomes for children.

Children are safeguarded well. The required records and procedures to promote their welfare are in place and a thorough, ongoing risk assessment promotes children's safety at all times. The group operates clear, up-to-date safeguarding children procedures and the relevant policy and guidance is made available to parents. Adults are aware of their professional role and the procedures to follow if they have any concern about a child in their care. This ensures children's welfare has priority. The setting offers high quality care and education and an inspiring level of commitment towards promoting effective outcomes for children.

The quality and standards of the early years provision

Children are actively engaged and enthusiastic to learn because adults ensure their daily experience is based on their existing abilities and interests. Adults work successfully together to ensure every child is nurtured to reach their full potential. Activities cover all areas of learning and offer wide variety, novelty and choice. For example, children excitedly explore the feel of straw and attempt to knot string to make scarecrow dolls or feel the texture of earth, pine cones and small logs in the earth box. They access messy play materials or climb a step to wash implements in the sink. They are inquisitive learners and willingly handle insects or caterpillars. Children touch and describe plastic fabrics as 'squidgy' and 'soft', and that a centipede-like toy makes them feel 'giggly'. They develop skills to solve problems while connecting construction pieces and can name numbers and shapes during card games or during questions at registration time. Adults plan experiences to build on the interests of children who, for example, show an interest in gardening which supports their progress and developing confidence.

Children interact with others eagerly throughout the session as adults skilfully extend language and communication concepts by making suggestions, asking questions or with the use of gestures and pictures. These methods encourage children to think before they respond and build confidence in the communication process. Observations, assessments, photographs and written information clearly identify children's achievements and interests. Children make a learning book each

term that clearly demonstrates the rapid progress they make in developing the skills needed for their future learning. They show they learn and recognise cultural differences and similarities listening to a wide range of music and experimentally tasting a variety of foods from around the world. Transition into school provision is carefully planned with educational professionals invited into the nursery. Boys and girls are involved in planning resources and activities such as gardening or use their imaginations at the role play corner set out as a garden centre.

Children learn to keep themselves safe. Security is high within the nursery with clear entry systems and procedures for the safe collection of children. Clear and effective emergency evacuation procedures are in place. Children's health and well-being is promoted through efficient health and hygiene procedures, which help to reduce the risk of cross infection. Policies and procedures are in place should a child have an accident, require medication or need medical help. Boys and girls eat their packed lunches together with the adults so that social skills and politeness are reinforced. They learn to help tidy tables and zip up their lunch bags which encourages independence and cooperation with others. Children experience a range of weathers during daily outside play. They ride hobby horses, scoot on trikes, hoola hoop and shriek gleefully as they play 'What's the Time, Mr Wolf', or attempt to balance bean bags on their heads.

Children are exceptionally well behaved because adults provide a fun-filled programme of exciting activities and experiences which keep them amused and content. Boys and girls thrive on plenty of praise and encouragement. They demonstrate a sense of pride in their achievements, such as the display of straw scarecrow skills, and are clapped by their friends as they receive sticker awards at the end of the session. Adults speak positively and in a warm manner that in turn encourages children to be respectful towards their carers and one another which benefits their future economic well-being.

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? | 1 |
| How well does the provision promote inclusive practice? | 1 |
| The capacity of the provision to maintain continuous improvement. | 1 |

Leadership and management

| | |
|---|---|
| How effectively is provision in the Early Years Foundation Stage led and managed? | 1 |
| 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? | 1 |
| How well are children safeguarded? | 1 |

Quality and standards

| | |
|---|---|
| How effectively are children in the Early Years Foundation Stage helped to learn and develop? | 1 |
| How effectively is the welfare of children in the Early Years Foundation Stage promoted? | 1 |
| How well are children helped to stay safe? | 1 |
| How well are children helped to be healthy? | 1 |
| How well are children helped to enjoy and achieve? | 1 |
| How well are children helped to make a positive contribution? | 1 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 1 |

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