

Stocks Green Pre-school

Inspection report for early years provision

Unique reference number	127649
Inspection date	30/04/2009
Inspector	Clementina Ogunsanwo
Setting address	Leigh Road, Hildenborough, Tonbridge, Kent, TN11 9AE
Telephone number	01732 834115
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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

Stocks Green Pre-School opened in approximately 1980. It is a committee run group that operates from a demountable classroom in the grounds of Stocks Green School in Hildenborough, Kent. It has an enclosed area for outdoor play and also has access to the school grounds. A maximum of 20 children may attend the pre school at any one time.

It is open each weekday from 08.45 to 11.45 and from 12.15 to 15.15 during school term times. The setting serves families from the local residential and rural area. Stocks Green is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register and maintains positive links with the main school.

There are currently 57 children from two and a half to five years on roll, all of who are within the Early Years Foundation Stage age range. Children attend for a variety of sessions. The setting supports children with learning difficulties and/or disabilities and children who speak English as an additional language. There are nine members of staff. Of these, eight have early years qualifications. The setting receives support from the local authority. The setting has a disabled ramp to facilitate access to children with physical difficulties.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Children play and learn in a comfortable, stimulating and harmonious environment which promote their learning well. Although the setting has secured funding to improve the outdoor play provision, the lack of enclosed outdoor play area restricts children's outdoor play opportunities during variable weather conditions. There is an effective system in place which ensures that all children, including those with learning difficulties and/or disabilities and those learning English as an additional language, are included well in the wide range of activities provided. Parents and carers are happy and confident about the quality of care and support their children receive as shown in one comment by a parent 'My child has come up in leaps and bounds'. The Pre School is very well resourced and has a good capacity to improve further.

What steps need to be taken to improve provision further?

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

- ensure the outdoor environment has an enclosed play area in order to ensure children's continuous access to outdoor play provision

The leadership and management of the early years provision

Leadership and management are outstanding. Policies are accessible, well maintained and regularly reviewed. Safeguarding procedures are secure and risk assessments are carried out on a regular basis to protect the children and keep them safe. Self-evaluation is accurate and staff have good access to training programmes which assists them in keeping up-to-date with current childcare legislation. Managers maintain positive partnerships with other local providers and the adjacent primary school in order to seek ideas on improving the quality of provision. All children, including those with learning difficulties and/or disabilities, are fully included in the range of activities and use of equipment.

The Pre school is well resourced and makes effective use of the indoor accommodation to facilitate children's game sessions and development opportunities. Children use the spacious, outdoor environment for enjoyable basketball games and make imaginative use of a range of suitable outdoor play equipment. The pre-school maintains positive links with parents which helps to ensure continuity in children's learning. Parents contribute valuable background information about their children on entry to the pre-school which assists staff in addressing the individual needs of the children. They are regularly kept informed of the pre-school activities and their children's progress. Planning is comprehensive and detailed. Staff use information from their ongoing assessments of children well to plan a wide range of interesting activities that sustain their interest. For example, pupils express delight and wonder during the innovative and imaginative water play session to explore how a drainage system works. They take turns to pour water through the realistic makeshift drainage system during outdoor play and demonstrate positive social skills. Leaders have effectively addressed the issues identified during the previous inspection.

The quality and standards of the early years provision

The pre-school provides a wide range of interesting activities. Children enjoy and actively participate in the full range of activities provided. They confidently approach staff and engage in lively conversations, for example, to talk about their Spiderman and Pirate dressing up outfits and the junk modelling crocodile that is being prepared for the jungle scene. Children are making an excellent start to learning from valuable opportunities to learn through a lively and interesting range of activities which allow them to explore and learn about the environment. They undertake a range of practical activities such as cooking and gardening which makes learning meaningful. A broad range of activities are planned which include opportunities for textural exploration through the creative use of corn flour and paint which provide exciting sensorial experiences for the children. The celebration of cultural activities such as Diwali and Chinese New Year helps the children to develop awareness of the variety of cultures represented in modern British society. Established systems such as 'circle time sessions' help children express their views, share news and develop speaking and listening skills. Staff positively interact with the children, support them particularly well during activities which makes learning

fun and provides extended play opportunities. They supervise children very well during activities which promote their safety and well-being.

Children have continual access to clean drinking water and are provided with a healthy selection of fruit and milk during snack times, which is an entertaining social event. Behaviour is outstanding. Children get on well with each other and value each others company, which is evident as they offer assistance to each other, for example, during role play activities. They are developing awareness of the benefits of caring for their environment through their active involvement in clearing up after play sessions. Physical development is good and children undertake energetic ball games. The indoor learning environment is colourful, with attractive displays of children's work. Children have direct access to the safe, colourful and spacious outdoor play area which supports children's play opportunities. The lack of the enclosed outdoor area restricts children's access to outdoor play provision. Leaders and managers have secured additional funding to address this.

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.	2

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?	1
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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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