

Harrietsham Pre-School

Inspection report for early years provision

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Inspector Clementina Ogunsanwo

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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

Harrietsham Pre-School has been open for over 20 years. It has now moved to a new site within the primary school in Harrietsham, and re-opened in 2006. Children play in one room, and have access to toilets and the school playground. There is disabled access to the setting. The pre-school is open each weekday during term times from 09.00 to 14.00 on Monday, Tuesday, Thursday and Friday, and from 09.00 to 12.00 on Wednesday.

The pre-school is registered on the Early Years Register. A maximum of 26 children may attend the pre-school at any one time. There are currently 35 children on roll, all of whom are within the early years age group. Children come from a wide catchment area. The pre-school supports children with learning difficulties and/or disabilities, and has experience of working with children who speak English as an additional language. The pre-school works closely with the main school, which facilitates integration of children into primary school.

There are four qualified members of staff and an additional member of staff who is working towards a diploma in pre school practice at level 3.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Children's learning and development is promoted well in a stimulating and conducive learning environment. Staff closely monitor children's level of participation in activities, which ensures that all children are included in the range of activities and equipment. 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 is happy here, staff are friendly and helpful'. The club 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:

- increase opportunities for children to develop knowledge about the range of cultures represented in modern British society

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 and support from external agencies which assists them in improving

the quality of provision. Staff work well together as a team which ensures consistency of approach in the care and education of the children. All children are fully included in the range of activities and use of equipment.

The club is well resourced and makes effective use of the indoor accommodation to facilitate children's game sessions and learning 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 and contribute to ongoing assessments of children's progress which assists staff in addressing the individual needs of the children. They are regularly kept informed of the pre-school activities, events and their children's progress. Planning is comprehensive and covers all areas of learning. Staff use information from their ongoing assessments of children well to plan a wide range of interesting activities that sustain children's interest. For example, staff plan activities and games and local visits to develop children's awareness of maps, journeys and modes of transport. Behaviour is outstanding. 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 meaningful activities. Children enjoy and enthusiastically undertake the activities provided. They confidently approach staff and engage in lively conversations, for example, one child confidently counts the completed colourful bead and cotton reels up to ten and names the different colours of the beads. Children have a brilliant start to their learning through lively and interesting activities which allow them to explore and learn about the environment. They have valuable opportunities to learn through games such as a specially designed obstacle course game which is developing their listening skills, ability to comply with instructions, explore road signs and develop appropriate use of positional language. Staff carefully use the information from previous assessments of what children know and can do to carefully plan activities that take them to the next stage in their learning. Subsequently, pupils are making very good progress towards achieving the expected areas in learning for their age. The celebration of cultural activities, such as Chinese New Year, is helping children to develop awareness of other cultures. However, more work is to be done to actively promote children's awareness of the range of cultures as represented in modern British society. There are well established systems, such as relaxation strategies which help children to settle down to tasks and to effectively deal with changes such as when an activity session is over. Subsequently, behaviour is outstanding. Children play well together and are happy to share resources and equipment. Staff positively interact with the children, and support them well to assist children in completing activities. For example, one to one support helps children to complete neat signs for their new garden. They are developing independence and independently wash and dry their hands after activities and put on aprons with minimal assistance. They make positive contributions and actively take part in tidying up resources and equipment. Staff supervise children well during activities which promote their safety and well-being. Children have continual access to clean

filtered drinking water and are provided with a healthy selection of fruit and milk during snack times, which is an enjoyable social event. Physical development is good and children undertake active ball games and make effective use of climbing and balancing equipment. The indoor learning environment is spacious and colourful, with attractive displays of children's work. Staff make effective use of the indoor environment by adapting it regularly to ensure children's access to a range of activities. Children have direct access to the safe and secure outdoor play area which supports children's play opportunities well.

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?	1
How well does the setting work in partnership with parents and others?	2
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?	2
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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