

City View Pre-School and Nursery

Inspection report for early years provision

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Inspector Jane Wakelen

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Type of setting Childcare on non-domestic premises

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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.

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Description of the setting

City View Pre-school and nursery is an established setting under new management to become part of a limited company. The new setting opened in April, 2009. It operates from two rooms in Beauherne County Primary School, in Canterbury, Kent. It is open each weekday from 8.00 am to 3.30 pm, with some days being extended till 5.00 pm to accommodate children of teachers at the school, for 38 weeks of the year.

The nursery and pre-school is registered on the Early Years Register and the Childcare Register. A maximum of 36 children may attend the setting at any one time. There are currently 59 children aged from birth to under five years on roll, some in part-time places. The nursery currently supports children with English as an additional language and children with learning difficulties and/or disabilities.

There are 21 members of staff, which includes two managers, 17 of whom hold appropriate early years qualifications to at least NVQ level 2. One of the managers has recently achieved Early Years Professional Status, with four staff studying for further qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare and learning are well promoted because staff have a good knowledge and understanding about each individual child and their family. Procedures are put in place to ensure all children are included within the setting, regardless of their ability, language or disability. The partnership with parents, outside agencies and the school all contribute towards ensuring children's individual needs are met and ensures they develop to their full potential. Staff act as key people for each child, making observations and recording children's progress. The managerial staff are committed to supporting staff within their roles and constantly monitor and evaluate the provision to ensure good outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure all staff attend safeguarding training
- develop the outside area to offer children freedom to explore the natural world using their senses in a safe, yet challenging environment
- continue to develop planning to ensure all aspects are covered under the six areas of learning and targets are reviewed for each child frequently to ensure progression

The effectiveness of leadership and management of the early years provision

The leadership team are motivated and confident individuals with early years experience and qualifications, who strive to ensure children and their families are welcomed into the setting and offered a quality service. The nursery and pre-school have recently been taken over by a different management company and therefore some procedures and the premises are still in the process of being fully established.

The two managers regularly monitor the provision and constantly strive to ensure all children's needs are being met, including giving questionnaires to parents to ask for their comments. The managers liaise with outside agencies to ensure good communication between all agencies caring for the children to provide consistency and help support the children in their development. Links with the local community are strong and the setting now provides support for teenage parents, a family and toddler group and the services of a health visitor once a month to encourage parents to seek support and advice. Some families attend with English as an additional language and one of the managers has been able to translate some information into their home language to ensure they are kept well informed. The setting encourages families to communicate in their home language and seeks help from families from the same culture to support each other in their understanding of English and to help the staff learn simple words to help children settle into the pre-school.

All staff meet regularly to discuss planning, activities and the welfare of all the children and to keep all staff informed about children's progress. They have a good understanding about keeping children safe and procedures have been implemented, for example, high locks on doors or stair gates to prevent access to areas not safe for children. Risk assessments are in place to identify hazards and methods implemented to ensure children can play in a safe, secure environment.

All staff receive appraisals to monitor their roles and responsibilities and information is used to identify training needs for staff. The majority of staff are qualified with four staff at present training for further qualifications. The staff's knowledge and experience ensure children make progress in their development and help support children to gain confidence within the group and feel a sense of belonging. All staff are aware of the policies and procedures of the setting and implement these effectively. All staff have a sound understanding of procedures to follow to safeguard children within the setting, but not all staff have attended training in child protection. All staff are aware of the procedures to follow if they have any concerns about children in their care.

The quality and standards of the early years provision and outcomes for children

Staff have a good understanding about the requirements of the Early Years Foundation Stage and promote both children's welfare and learning and development. Children are divided into two rooms, one for the under twos and the other for the over twos which allows children to play with toys and resources suitable for their age and stage of development. Staff are key people to a group of children and ensure regular observations are carried out and evaluated to plan children's next steps in their learning. Staff ensure they keep a record of the area of learning the observation relates to but at present there is no method to ensure all aspects are being covered. The majority of staff have a good understanding about child development which results in children making good progress in their learning.

Children are becoming independent learners and are able to make choices from different activities around the room. They show good concentration threading beads to make necklaces or building towers with bricks. Children are encouraged to count in everyday activities, for example, how many chairs at the table or how many people in the line, although many do not recognize the printed number. Children identify colours in toys and are able to group them by shape and size. They use different shapes in 3D to build with and are able to compare the height of two towers. Opportunities to make marks are available every day, both indoors and outdoors with different mediums being available, such as chinks, paint and pencils. Children show pride as they recognize their own name on the board and some happily point out their friends' names. Books are well promoted, with staff taking time to sit with children and look at books together, supporting children's understanding of the written word. Books are used for reference as well as stories and the younger children recently had the opportunity to go shopping to buy some new books.

All children have good opportunities to use the school hall to provide space for physical play. They have space to run around, play with different types of balls developing skills of catching and bouncing, and learn about playing in large groups for ring games. The outside area offers a good range of activities for children to develop their fine and gross motor skills, riding tricycles, pushing prams and climbing on the climbing frame. They use different utensils in the sand to pour and fill, and develop good hand/eye control using the large chinks and threading equipment.

Children have opportunities to explore their environment and staff encourage children's observational skills when looking at the natural world. For example one child found a spider and staff helped him put it in one of the magnifying pots so he could have a better look. However, space outside for the younger children is very restricted. Children develop an understanding of technology using the bubble machine and the digital camera, laughing when they see the picture they have taken. They have opportunities to use the computer and ask to put the music CD on to enable them to dance. Musical instruments are freely available and children enjoy using the variety of percussion instruments, especially the cymbals.

Safety is a high priority within the nursery and children are reminded about keeping themselves safe, for example, not to run holding scissors or run on the wet floor in case they slip. Older children help the younger children understand the dangers of climbing on furniture or throwing the sand, showing a good understanding of the rules of the pre-school. Staff provide good role models and help children to feel safe by offering reassurance and comfort if children are worried or upset. They learn about a healthy lifestyle as they benefit from the fresh air and exercise and staff ask children to observe the changes in their body after exercise, for example, 'can you feel your heart beating faster?' and 'who is feeling hot now?' Children are given healthy choices for snack and meal times and have access to drinking water at all times. All children's dietary requirements and allergies are recorded on registration forms and place mats for meal times to ensure children's needs are met.

All children are included within the setting with staff having a good understanding of each child's needs and family background. Staff ensure activities are available to all children and put procedures in place for children with English as an additional language. Some children have formed firm friendships with children who speak the same language and most children have formed good relationships with the staff. Makaton sign language is used in the pre-school to help all children to communicate and understand the routine of the day. The supervisor in the baby room has just completed a baby signing course which the staff hope to implement soon. Children learn about people in their community such as the fire service and also about different countries around the world. They learn about different foods, clothes and celebrations gaining a positive understanding about similarities and differences.

The pre-school and nursery aim to provide a caring, friendly environment which results in children leaving their parents and carers happily and settling into the routine of the setting. Children are encouraged to be independent washing their hands, putting on their coats and helping themselves to drinks. Photographs around the room and children's pictures are displayed which helps children gain a sense of belonging. Staff constantly offer praise and encouragement to children, raising their self esteem and encouraging wanted behaviour. Children are developing an understanding about sharing, turn taking and caring for each other with support from staff.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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