

# Cray Tots Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	127131
<b>Inspection date</b>	22/09/2009
<b>Inspector</b>	Linda Margaret Nicholls

<b>Setting address</b>	The Heritage Community Hall, Craylands Lane, SWANSCOMBE, Kent, DA10 0LP
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<b>Type of setting</b>	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).

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## Description of the setting

Cray Tots Pre-school was registered in 1995. The provision is a voluntary group managed by a committee of parents. Registration is on the Early Years register. The provision has sole use when it is in operation of a community hall in a residential area of Swanscombe, Kent. The building is shared with a Senior Citizens' Club that operates at different times. The provision is registered to care for a maximum of 26 children in the early years age range. There are currently 29 children between two and five years on the register. All staff hold appropriate early years qualifications. The pre-school is open from 9am to 11.30am Tuesday to Friday and in addition from 12.30pm to 3pm on Tuesdays and Wednesdays, term-time only.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Cray Tots Pre-School does not meet the requirements of the Early Years Foundation Stage. Documents showing clear self-evaluation and planning for continuous improvement are not available so management systems do not fully support the learning and development requirements of the Early Years Foundation Stage. The pre-school has taken some steps to improve its provision for children since the last inspection with the recent introduction of new methods of recording and tracking of boys and girls achievements. Policies, procedures and general information for parents whether displayed or in folders in the hall are out of date so parents are not well informed. The public liability insurance displayed is not current and this is a breach of the welfare requirements.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

## What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure all required documents, including a current certification of public liability insurance, for the efficient management of the pre-school are available for inspection and provide parents with clear and accessible information 22/10/2009
- ensure full details of accidents are recorded consecutively so that parents are informed of any first aid treatment that was given and that accidents can be more easily monitored to effect safe and efficient management of the setting 22/10/2009
- ensure a record of risk assessments is maintained, 22/10/2009

reviewed and identifies aspects of the environment, furniture, equipment and toys and the steps taken to ensure these hazards to children are kept to a minimum.

To improve the early years provision the registered person should:

- consider ways to further develop children's awareness and respect for diversity in language, music and the local community so that children grow to value cultural differences and develop positive relationships.

## **The effectiveness of leadership and management of the early years provision**

The pre-school management and staff are not alert to the variety of potential hazards for children at the premises. Risk assessments, including a procedure for outings, are not current, public liability insurance is not in date and first aid for accidents is not clearly and consecutively recorded. All adults have clearance checks and are suitable to work with children. Volunteers are supervised at all times and Criminal Record Bureau clearance procedures are followed.

Safeguarding children training has been recently undergone and is understood by staff. An emergency evacuation plan is displayed and children have practised a fire exit procedure this term. Staff closely monitor the safe arrival of all children and as parents collect children at the end of the session.

Ongoing support for each child is assured by completion of required records and personal documents provide all necessary information. Key persons are identified for all children and learning records have been initiated, although not all records are shared effectively with parents. Accident and incident recording is messy and confused, with both ends of one book being used and no information recorded as to what first aid has been applied to alleviate children's distress or hurt. Daily information about activities and events are discussed with parents. However, displayed information about medium and long term plans does not fully inform parents so they cannot support their children's learning through the EYFS. There are few positive images of diversity or dual language books at child height so the variety of language and differing methods of communication are not valued. Adults are caring and discretely support children of all ages to participate in group activities and appropriate experiences. Children with a range of differing needs attend and the SENCO is suitably experienced and trained to support children's integration into the community of the group.

Team meetings are held monthly to discuss future plans. Both deputy managers identified a weakness in the fencing separating the outside play area from an area where cars are parked. The fencing is made of a variety of materials, plastic netting, wood and sections of metal some of which are loosely tied together which provides a hazard to children. However, the pre-school does not fully identify its own weaknesses and strengths because there are no direct procedures for parents to share their opinions of the activities and service provided and contributions from the children attending are not sought. Ofsted information is not passed to parents

because notices display incorrect addresses and are not current. Adult qualifications are listed in a prospectus but these are undated so ongoing individual professional development is not recognised. Positive relationships are not built with other providers of the EYFS, such as childminders, nurseries and schools so children's learning and development is not extended.

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

Children settle quickly and play happily. Adults show they are caring and are very attentive as they sit with children so children feel secure. They provide cuddles and reassurance, and with discussion enable children to confidently practice and acquire new language skills. Boys and girls' unique starting points are identified although, as yet, these have not been used, together with observations and photographs, to plan activities to meet children's individual needs. Children enjoy purposeful play both indoors and outdoors with opportunities to use a range of equipment, developing their physical skills. They push pedals and pull handles to steer tricycles in the outside play area or attempt to drop the balls into the basketball net. Children are absorbed as they play with the small world figures and the dolls house or construct the railway. Key persons are getting to know children well and respond to their interests and ideas discussing the sound of musical instruments from around the world. Regular six-weekly meetings are planned to identify next steps to learning through the early learning goals although some parents are unaware of this. An exchange of information between parents and staff via newly initiated contact books allows children's learning to be extended and reinforced. Children develop an awareness of technology through the use of keyboards, calculators and a laptop computer. There are few positive images of diversity and difference at child height, except book covers and there are no opportunities for children to dress up or view a variety of languages.

Most children enter the premises eagerly. They seek out their friends, explore directly accessible resources such as the air-filled play house or the wooden train set. Staff encourage children to develop mark making skills with a range of coloured pencils, paints and paper. They support children's imaginative play setting out the role play area as a shop, with tills, calculator and a laptop. A substantial soft play area with large cushions is cosy and well used where children can look at books, relax or talk with one another. Children gather together eagerly to follow the story book, *Going for a Bear Hunt*. They repeat the sounds and movements for over, under and through and giggle to each other on the mat after they act out the 'return journey' stamping their feet and waving their arms. They demonstrate a growing knowledge of the names of colours and number as members of staff continually ask them 'how many' or if they recognise the shape of their name. A variety of materials such as tree bark, sand, plastic and wood are used to introduce texture and describing words such as 'rough' and 'smooth'. Children are aware of their own needs and the needs of others as they sit and watch others play. Children are challenged to recognise and identify feelings from expressions printed on cushions. They name a happy face, a sad face or a shy face.

Most children swiftly develop social skills and respect for others as they join each

other at the café style snack table. Others are introduced to the self registration system when there is a space at the table. Children's independence is quietly encouraged by staff as they serve themselves and use a knife to put spread on plain biscuits. Some are already competent with the knife, while others show they are determined to master this skill and are quietly praised when they are successful. A member of staff sits with them at the table and engages them in conversation, asking how many pieces of strawberry or banana they have. Children are discretely supervised as they pour drinks of water or milk. Children learn responsibilities and self sufficiency as they clear away uneaten items into a nearby bin, wash cups in a bowl and dry them with paper towels. Staff ensure children have regular opportunities to access fresh air and exercise with a free-flow play policy. The door to the outside play area is open throughout each session. Gazebos have been purchased to protect children from the sun and light rain.

Children understand how to keep themselves safe and they show they are secure. They are confident and go to adults easily because staff talk calmly and listen to what they say. Staff ensure there is plenty of space for children to move about the hall. Children negotiate equipment with ease and amongst themselves for resources. They learn to care for others and to use wheeled toys in a defined area because staff erect dividers and reinforce the rules. Children know to wash their hands before eating food and to contribute to tidying away resources no longer required. An effective evacuation procedure is displayed and practised which means children know what is expected from them in an emergency.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	4
The capacity of the provision to maintain continuous improvement	4

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	4

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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