

Belgrave Pre School

Inspection report for early years provision

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| Unique reference number | 127011 |
| Inspection date | 02/11/2009 |
| Inspector | Linda Patricia Coccia |

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| Setting address | Clarendon & Westbury Community Centre, Belgrave Road, Dover, Kent, CT17 9QY |
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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

Belgrave Pre-school opened in 1986. It operates from three rooms in the Clarendon and Westbury Community Centre in Dover, Kent. There are separate kitchen and toilet facilities. Children have access to a secure outdoor play area. There is suitable access to the building. It serves families from the local community and surrounding area.

The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of 45 children aged from two years to under eight years at any one time. There are currently 61 children who fall within the early years age range on roll. The group opens five days a week during term time from 8.50am until 4.00pm, except for Wednesday when the opening hours are between 8.50am and 1.00pm. The setting operates a holiday club for three weeks during the school summer holiday period catering for children between the ages of two years to 14 years. This operates between 9.00am and 1.00pm.

The setting currently supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The provider employs 14 members of staff who work directly with the children, of whom eight hold a recognised early years qualification to National Vocational Qualification (NVQ) at level 2 or above. There are three staff working towards qualifications. The joint managers are currently on an NVQ at level 4 qualification course.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The provider effectively provides an enjoyable experience for children. Her staff support children's learning and development very well and plan interesting activities for the children to participate in.

All children are regarded as individuals and have their needs catered for, particularly those children with special educational needs and/or disabilities who receive additional support from the setting. The provider employs two managers who help her run the provision. With their expertise the provider is able to regularly review all aspects of the setting to ensure that she can maintain continuous improvement with a positive impact on the children.

What steps need to be taken to improve provision further?

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

- ensure the system of activity planning allows staff to focus on children's

individual and present learning needs, interests and achievements.

The effectiveness of leadership and management of the early years provision

The provider, her managers and all her other staff work effectively as a team. All staff are consulted about practice issues and have an input into the day-to-day running of the group; for example, staffing ratios and staff cover. The provider uses rigorous and robust recruitment and vetting procedures to ensure only suitable people are working with children. All staff have attended recent child protection update training and have a clear understanding of the pre-school's procedures for reporting concerns. They also have a good understanding of the procedures to be used if any allegations were to be made against a staff member. Good entry and exit procedures ensure children are secure within the premises. Children regularly practise the pre-school's emergency evacuation procedures which give them the opportunity to keep themselves safe during an incident.

The provider and all staff have been active in evaluating the provision and their findings are included in a self-evaluation folder kept on the premises. This contains the pre-school action plans for future improvement. Parents' comments have been included and wherever possible have been acted upon. The provider regards her staff as a valuable resource and encourages staff to attend training courses and workshops on a regular basis. The majority of staff hold current paediatric first aid certificates. Those staff who regularly prepare food hold food hygiene certificates. All staff hold current Criminal Record Bureau checks, the details of which are kept on file in the pre-school.

A number of staff are currently upgrading their level of qualification; this includes the managers. The provider regularly reviews her other resources, namely toys and equipment. She has a wide selection of good quality toys available which children and staff are inventive in using. For example, the free standing home corner can become a travel agency or a doctor's surgery. Due to the confines of the rental agreement, all equipment must be put away at the end of each day which can have a negative impact on the children, in as much as they are never able to extend their play over any great length of time.

The pre-school welcomes all children regardless of home circumstances, religion, culture or disability. There are two qualified Special Educational Needs Coordinators in the setting and they are proficient in assessing what additional support children may need. Parents are fully consulted about individual requirements regarding food, medication and behaviour. They provide the pre-school with the appropriate written permissions required. Parents written comments show that they are very happy with the service being offered. They feel able to make suggestions for improvements and freely comment on the individual care received by their children. Most consider the staff to be supportive, friendly and helpful. One of the managers has been active in cultivating partnership working with other provisions and local schools. Some of the school reception class teachers visit the children in the setting and offer reciprocal visits for the children.

The provider and both managers have a good knowledge of the services available for children in the area.

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

The children are eager to attend the pre-school each morning. Most of them are confident in the provision and happily approach visitors to find out who they are and why they are there. They are also confident in their speech and language and communicate freely with staff. Children feel safe and secure in the setting. Those children with speech difficulties use picture cards to indicate their needs. As the full range of toys cannot all be out at the same time, children can select items from a pictorial catalogue devised by staff. Children free flow between the two main rooms selecting toys and activities to play with. They have planned outdoor play in the large playground during the winter months. During the summer months most activities are conducted outdoors. Children have a good knowledge of technical and IT equipment as they proficiently use the pre-school computer and it's numerous programmes. They can also operate the printer. They experiment with a wide variety of craft activities, such as, making firework pictures with paint and glitter. The children's development records are well maintained by key workers. For new children, staff collect a mass of information from parents and children concerning their likes and dislikes, language and range of abilities. For all children, this information gives a starting point for regular observations which staff carry out on the children. Key workers are more than able to assess the observations and identify children's next steps. However, next steps are not always included in the child's development record. Also, the current activity planning system is confusing for staff and does not allow them to focus and plan for each child's individual learning needs, interests and achievements.

Children have a good knowledge of the rules of the group. They regularly practise the emergency evacuation procedures, understand that they must be nice to each other and also look after their toys. Staff regularly discuss safety issues with children and offer reminders particularly in the outdoor play area. Children also experience rules regarding road safety as they play on the ride on toys. Staff have fashioned traffic lights and zebra crossings for the children to negotiate. Children learn to keep themselves safe in all areas of risk. Children also adopt healthy lifestyles. They eat a good range of healthy nutritious food offered at snack times. Children can choose what drink to have at snack time and help themselves to drinking water throughout the session. Those children with special dietary needs are fully catered for. Staff use pictures of the different foods to enable the children with little or no English to identify what they are eating. Children practise good hygiene procedures at snack and toilet times. A recent project called 'All about me' has helped children understand about their bodies and how they grow and change over time. Children are developing self-awareness.

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

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| 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

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| 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 | 2 |
| The effectiveness of the setting's engagement with parents and carers | 2 |

The quality of the provision in the Early Years Foundation Stage

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| 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

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| 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

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

Met