

Great Chart & Singleton Pre-School

Inspection report for early years provision

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Inspector	Liz Margaret Caluori
Setting address	Hoxton Close, Ashford, Kent, TN23 5LB
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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*.

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Description of the setting

Great Chart and Singleton Pre-School opened at the current premises in 1995. It operates from the community village hall located in Singleton, Ashford, Kent. The pre-school has use of the main hall and an adjacent room as well as kitchen and toilet facilities. There is also a fully enclosed outdoor play area.

The pre-school is registered on the Early Years Register to care for a maximum of 35 children in the early years age group at any one time. There are currently 63 children on roll, each attending a varied number of sessions. The pre-school is open for five days a week during school term times and sessions run from 8.55am to 2.55pm Monday to Thursday, and on Fridays it is only open in the morning. The setting is able to welcome children with special educational needs and/or disabilities and those who speak English as an additional language.

There are nine staff who work with the children. Of these, six hold appropriate early years qualifications and one is working towards a recognised child care qualification.

The setting receives support from the local authority advisory team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have great fun as they play, learn and laugh with their friends in the safe, well organised environment. They benefit from the high level of attention given to identifying and meeting their individual needs. A strong commitment to reflection, self-evaluation and ongoing improvement has begun to have a positive impact on the service offered to children and their families. Positive partnerships with parents and carers along with effective communication with other professionals support the staff to provide coordinated and consistent care.

What steps need to be taken to improve provision further?

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

- review the maintenance of risk assessments to allow risks to be managed rather than eliminated in order to provide children with a level of challenge which is appropriate to their individual level of ability to promote their independence, confidence and all round development
- consider increasing the opportunities for parents and carers to contribute to the setting of goals and targets for their children

The effectiveness of leadership and management of the early years provision

There is a very strong focus on ensuring children's safety within the setting. Staff have undertaken child protection training to enable them to identify the potential signs and symptoms of abuse. Clear written policies outline the procedures to be followed should staff have any concerns. Children are further protected by the robust recruitment and vetting procedures. The setting undertakes the required risk assessments but these have a tendency to look at eliminating risks rather than managing them. For instance the climbing frame is very closely supervised and staff support children to climb up the rungs and go down the slide. This does not promote their independence or offer an appropriate level of physical challenge. However, this slightly over cautious supervision only occurs as staff aim to ensure children's safety. The general level of supervision and staff interaction is highly appropriate to inspire children's confidence and to provide opportunities for them to become very independent learners.

The manager and staff team demonstrate a strong commitment to continually improving all aspects of the service offered. Regular self-evaluation takes place and is used effectively to identify the strengths and weaknesses of the setting. The manager and staff work very effectively as a team, which creates a positive, harmonious atmosphere. Appropriate action has been taken to address the recommendations raised at the last inspection.

Children gain great benefit from the very positive arrangements in place to work with their parents and carers. A good range of written information is provided including the procedure to follow should anyone wish to make a complaint. The friendly interaction between the staff and their parents and carers allows children to feel safe, secure and settled. Parents and carers are regularly informed of their child's progress, although they do not routinely contribute to the setting of new goals and targets for their child. The setting also recognises the importance of maintaining good working relationships with other professionals involved in promoting the care and development of the children. Strong links are in place with the teachers from the local schools and staff have considerable experience of working alongside health professionals and advisory teachers.

Highly effective arrangements are in place to support children with special educational needs. One member of staff takes responsibility for coordinating their individual educational plans and liaises with the family and health professionals. The setting has particularly good strategies and resources in place to work with children with speech and language issues. These are also effective in supporting communication with children and families who have English as an additional language.

There are toys and resources available which represent different people from throughout the community and wider world including dolls, books and puzzles. In addition children take part in a range of activities which help them to understand and respect diversity.

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

Children thoroughly enjoy their time at the pre-school. They are making good progress in all areas of their development as a result of the effective procedures for assessing and monitoring their progress. This enables the staff to plan activities which the children find interesting and appropriately challenging. Children are enthusiastic, sociable and beautifully behaved. They enjoy the freedom they receive to explore their environment and take part in the broad range of activities on offer. There is a good mix of free play and more structured activities which forms a relaxed but reassuring routine. They benefit from interacting in both small and large groups and are developing confidence and positive self-esteem as a result of the encouragement and support they receive.

Children express themselves creatively through a wide variety of art and craft activities such as painting and gluing and sticking. They also make very good use of the well equipped role play area. They are developing effective communication skills, engaging in delightful conversations with their friends and the staff. They also enjoy listening to the lively and animated stories read by staff and clearly have their favourite books. Children have access to a large selection of toys and resources aimed at promoting their problem solving and reasoning skills. They build complex and imaginative constructions out of bricks and work together to investigate resources such as weighing scales and stacking cups. There is also a very invitingly presented and well used area focussing on number recognition and mathematical concepts such as matching and sorting.

Snack and meal times are lively, sociable but well managed occasions. Children enjoy nutritious mid-morning snacks and those staying all day bring in packed lunches from home. Drinks are constantly available. Children are well supported to understand the importance of following healthy lifestyles. They have very good opportunities to take part in physical games both indoors and outside. Other than when the climbing frame is set out children have a good amount of freedom to run around, use the ride-on toys and balance on the low level equipment. They are also supported to practise specific skills such as throwing, catching and kicking balls.

Children are developing good self-care skills. They routinely wash their hands after using the toilet and before eating. Appropriate procedures are in place to care for children who become unwell and also to administer medication if necessary. First aid trained staff are present at all times, ensuring that children can be treated in case of a minor accident.

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	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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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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