

# Ide Hill Pre-School

Inspection report for early years provision

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**Unique reference number** 127275  
**Inspection date** 19/11/2009  
**Inspector** Susan Linda Capon

**Setting address** Ide Hill Village Hall, Ide Hill, Sevenoaks, Kent, TN14 6JR

**Telephone number** 01732 750621

**Email**

**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

Ide Hill pre-school is a committee run group which opened approximately thirty years ago. It operates from the village hall in Ide Hill, near Sevenoaks, Kent. Children access a large and small hall. There are toilets and kitchen available and a secure garden for outdoor play.

A maximum of 26 children between two and eight years old may attend the pre-school at any one time. All the children may be in the early years age group. There are currently 31 children in the early years age group on roll. Children attend from the local area and the wider community. The pre-school supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The pre-school is open each weekday during term time only. The normal session operates between 09.15 and 12.15 each day. An optional lunch club is available on Mondays, Tuesdays, Thursdays and Fridays when children can stay until 1pm. An extended session is available on Tuesdays and Thursdays when children can attend until 2.45pm.

The pre-school employs seven members of staff. Of these, five hold appropriate early years qualifications and two are working towards a childcare qualification. One member of staff is studying for the Early Years Professional Status qualification.

The pre-school is a member of the Pre-school Learning Alliance. They receive support from other local agencies including the area Special Educational Needs Coordinator.

The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The enthusiastic, dedicated management and staff team regularly go the 'extra mile' to provide high quality provision, enabling every child to achieve all round growth and development. Children enter excitedly, eager to explore the extensive range of stimulating and interesting toys, equipment and activities readily available each day. All children are learning about other people and the world about them and their personal needs are fully met within the group, promoting inclusive practice. Staff effectively implement the extensive additional training they undertake, ensuring they keep abreast of all changes to requirements and updating their childcare skills and practises. All staff, parents and children are involved in extensively self-evaluating the provision on a regular basis, enabling the management to continue to develop and extend the quality of provision offered. The staff have completed all the previous recommendations raised, demonstrating a clear ability to continue to develop and improve their practice.

The nursery continues to promote partnership with all parents and carers, providing ample opportunities for them to be fully involved in their child's care, learning and development.

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

To further improve the high quality early years provision the registered person should consider:

- continuing to review the story and circle activity times to ensure every child attending is fully included at their personal level of development.
- continuing to develop the settling in procedures using a home visit for all new children and their families, promoting close relationships between the families and their child's keyworker, enabling new children to settle more quickly and feel safe and secure.

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

The enthusiasm of the daily manager encourages the staff to work to a very high standard at all times. All staff fully implement the well written policies and procedures which underpin the day to day practices, promoting the children's safety, welfare and learning at all times. The staff team have attended a wealth of additional training opportunities, implementing their knowledge throughout the provision. For example, everyone attended the Early Years Foundation Stage, Training and Speech and Development courses. Rigorous employment checks and safeguarding procedures ensure all staff, committee members and regular volunteers are suitable to work with children, maintaining their safety at all times.

The pre-school uses excellent self-evaluation procedures looking closely at all aspects of the provision offered. Suggestions and parents views are readily received with many of these being implemented within the group. For example, parents requested a lunch club and extended day which are now in place. Staff use Makaton signing throughout the provision, extending opportunities for everyone using the pre-school to let their needs be known. All previous recommendations have been suitably completed and many of the plans for continual development are now in place. For example, children now access a computer regularly and there are additional opportunities for parents to be more involved with the group.

Extensive risk assessments are undertaken for all areas of the pre-school and any outings incorporated into the programme. Daily checks are completed indoors and outdoors, ensuring all equipment, toys, activities and areas to be used by children are clean, safe and suitable for their use. Children are developing an excellent awareness of how to keep themselves safe at all times. They understand they can speak to any staff if they feel upset, unhappy or insecure in any way. They know how to use and carry scissors safely, hold the rail when climbing up and down the steps to the stage area and understand they must not leave the room without an

adult. They are inspired by visits from the police and local fire fighters as they learn how to keep safe in an emergency.

Excellent systems are in place for supporting children with an additional language and those with special educational needs and/or disabilities. Staff have close relationships with other people providing care and support to children, ensuring continuity of care is maintained. For example, they work closely with the local areas special needs coordinator seeking advice and support for specific children when required.

The children's daily welfare and safety is paramount to all staff. High adult to child ratios ensure all children receive quality time in the provision and they are always fully supervised when playing indoors and outdoors. Parents are encouraged to help with any outings, extending this ratio for the children's safety. Staff use the premises and resources effectively, promoting a well balanced programme of activities each week, covering all areas of learning and development. Opportunities for children to develop their awareness of diversity are fully promoted within the pre-school. Children access a wide range of resources, toys, equipment and activities reflecting positive images of other cultures and disabilities, enabling them to learn everyone is special and important. For example, a staff member teaches the children simple French and they enjoy learning about different cultures through parental involvement. A visit to the local hospital was thoroughly enjoyed by everyone and re-enacted in the home corner.

The staff team have strong relationships with all parents. Parents are encouraged to be part of the committee, enabling them to have a voice when making decisions. Excellent settling in routines ensure children settle quickly although the pre-school staff would like to develop this further through a home visit. Parents are very pleased with the care and support their children and family receive from the approachable, friendly, professional staff team. Children moving onto school settle quickly as they are well prepared and supported through visits with staff members. Extensive information is readily available for all parents, enabling them to be fully conversant with the group's procedures and daily routine. For example, a welcome pack prior to their child starting and web site, e-mails, newsletters, notice boards, workshops and daily discussion.

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

The consistent hard working staff team work extremely hard organising an extensive programme of activities each week. Each day they set up the premises making it their own for the session. High quality, innovative, stimulating and interesting activities keep the children engrossed and busy at all times.

All the children are aware of the importance of developing a healthy lifestyle. They enjoy healthy, nutritious snacks each day and parents understand the importance of providing healthy lunch boxes when their child attends the lunch club. The children are fully involved at snack time as they give out the plates, mugs and pour drinks. Staff are fully aware of any specific dietary requirements, ensuring these

children always receive appropriate food and drink at all times. Additional opportunities for developing the children's awareness of healthy eating are seized appropriately by staff. For example, during playing in the café area and at fruit painting activities. Everyone uses very good hygiene routines helping to prevent the spread of infection. Children understand the importance of outdoor play, recognising it helps them grow big and strong. They particularly enjoy bouncing on the trampoline, pedalling a bike and using the large slide.

All staff are fully conversant with the early learning goals, incorporating opportunities for children to achieve all round development effectively throughout the provision. Extensive planning, using topics relating to the children's specific interests, keeps children involved and busy as they learn through play. Staff critically evaluate all activities, making appropriate changes where required to achieve their aims and objectives. They are currently reviewing the large group activities to ensure every child is fully involved at their personal level of development. Key workers work closely with the children and their families regularly discussing the child's ongoing learning and development on a daily basis. Children's personal profile incorporates well organised information gathered from observations, photographs and artwork. The new Learning Journals, extend the evidence gathered for the profile, offering the children and their parents opportunities to write their own comments and views.

Children are making excellent progress through the early learning goals. They are developing very good life skills as they learn to play together, sharing and taking turns with the equipment. Several children have recently started to attend the group and all have settled well, feel safe and secure with the staff team and are fully involved throughout the session.

The children have developed strong relationships with all staff. They enter confidently, eager to try new activities available. Quieter children particularly enjoy the opportunity to select an activity from the choosing mat, developing their self esteem and confidence. Staff have introduced a 'Wow' tree where children are keen to work hard to share their achievements and gain a sticker. For example, learning to recognise the number five for the first time or not crying when mummy has left. A pictorial guide of the daily routine helps everyone understand what will happen next and when they will be going home. Children enthusiastically join in with The Tiger Who Came to Tea story involving props and sing gustily as they practise their songs for the Nativity play. They follow instructions well as they accompany the piano and guitar playing their musical instruments loudly, softly, slowly and quickly in time with the music. The children enjoy observing natural objects and mini beasts using the microscopes and predicting if their leaves will sink and float in the water. They use their imagination as they make meals in the café, dress up as Spiderman and create their own pictures with the paint and crayons. Ample opportunities for mark making enables children to write their own name, using recognisable letters.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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