

Devonshire Rooms Pre-school

Inspection report for early years provision

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Inspector	Stephanie Graves
Setting address	Waghorn Road, Snodland, Kent, ME6 5BQ
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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

Devonshire Rooms Pre-school is privately owned and managed. The setting opened in 2005 and is registered by Ofsted on the Early Years Register. It operates from one room adjacent to council office buildings, in Snodland, Kent. The setting is accessible and all children share equal access to an enclosed outdoor play area. The pre-school is open on Mondays and Tuesdays from 9.15am to 11.45am and again from 12.00pm to 3.00pm. From Wednesday to Friday the group opens from 09.15am to 12.15pm only. The setting operates during school term times. The pre-school currently supports a number of children with special educational needs.

A maximum of 24 children may attend the setting at any one time. There are currently 28 children aged from two to under five years on roll. Children come from the local and wider community.

The pre-school employs five staff who hold appropriate early years qualifications. All staff are working towards a higher qualification. The nursery provides funded nursery education for three and four-year-olds and receives support and advice from local authority early years professionals.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The key person approach supports the unique needs of each child well. All children enjoy good relationships with longstanding practitioners who promote their welfare and development effectively. The partnerships with parents, other settings and outside agencies help to ensure that every child receives consistency of care according to their specific needs. The group's commitment to maintaining ongoing improvement is good. The systems for monitoring the effectiveness of the provision contribute towards promoting good outcomes for children on an ongoing basis.

What steps need to be taken to improve provision further?

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

- continue to develop the systems for self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- ensure that the record of the risk assessment includes everything that children may come into contact with.

The effectiveness of leadership and management of the early years provision

Children's safety and welfare are well considered through effective child protection procedures. All staff have received updated training, know the signs and symptoms of abuse and where to access important information. This helps to ensure that appropriate procedures are in place in the event of any concerns. The record of the risk assessment does not always include everything that a child may come into contact with. However, the provision is risk assessed regularly with daily checks also completed to maximise children's safety. Clear recruitment and vetting procedures help to ensure that children are cared for by suitable people. Effective systems for monitoring visitors to the setting also help to safeguard children at all times.

The provider has a proactive attitude towards ongoing improvement and the recommendations set at the last inspection have been met effectively. Resources are well situated throughout the setting and maximise children's learning potential. Staff training needs are addressed well and visiting practitioners offer children new and exciting learning experiences. Inclusion is embraced well throughout the setting. All children have the same access to all experiences provided and are treated with equal regard. Children with special educational needs are extremely well supported by a dedicated staff team who work alongside parents and specialists to meet their individual needs.

The Ofsted self-evaluation document is not fully completed, although systems for monitoring, reviewing and addressing the setting's strengths and weaknesses are good. Parents, children, supporting early years professionals and practitioners all contribute to the process. Clear action plans are well targeted towards improving the provision. For example, the group is currently striving to display more signs around the setting to aid children's communication, language and literacy skills. Staff are also updating children's registration forms and devising new ways to bridge any gaps in learning for specific groups of children. This helps to ensure effective outcomes for each and every child attending.

The pre-school forges excellent links with outside services, agencies and other settings to fully meet each child's individual needs. For example, practitioners attend meetings with health professionals, take part in home visits and share planning for individual children to ensure they get the help they need. This promotes their learning and welfare exceptionally well.

Parents enjoy the effective partnership forged between them and pre-school staff. They are able to discuss their children's progress at any time in a relaxed and friendly atmosphere. They are provided with a good range of information about the setting, share progress records and are invited to be fully included in pre-school life. They feel secure in the knowledge that their children are safe and happy and that practitioners fully support their individual needs effectively.

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

Children and their parents receive a warm welcome as they enter the pre-school. A good range of toys and resources are readily available and these cover all areas of learning. Children happily seek out their preferred activities as they communicate with their parents and practitioners. During play, effective adult questioning helps to extend their thought processes and responses. For example, practitioners extend children's interest in various sized wheeled toys by providing a cardboard tube and encouraging them to work out which ones will fit. The use of sign language and picture prompts around the setting helps to reinforce communication between practitioners and children.

The use of observational assessment is good and charts children's progress from when they join the provision to when they leave to start school. Assessments are closely linked to observations, helping to clearly trace progress. Practitioners plan for the learning environment and ensure children's interests and abilities are included on an ongoing basis. This helps to ensure all activities are meaningful and help them make good progress.

Children enjoy messy play, for instance, as they make their own play dough. They are encouraged to mix the ingredients together, explore the texture of flour on their hands and smell the mixture. Staff encourage them to experiment with resources that sink or float in water, which develops their problem-solving capabilities. They enjoy matching, sorting, sequencing and weighing, and persevere as they complete tasks. They have access to programmable resources, including cameras, a laptop and remote controlled cars that go 'round and round'. These help them to discover how things work. Role play equipment also features telephones and keyboards that enable children to make connections with real life scenarios during creative play.

Outdoor play opportunities engage children in physical activity in all weathers. They are heard to make comments including talking about collecting leaves in the wheelbarrow. Children are able to be quite independent as they move around and select resources or follow routines. They enjoy opportunities to sing action songs, for example, as they get ready for their Christmas performance. Overall they acquire the necessary skills for their future learning.

All children demonstrate a good sense of belonging and security within the setting as they play and learn together. Those new to the setting settle well, respond well to good adult support and begin to explore their surroundings. Children learn about keeping safe through procedures, such as practising the emergency evacuation drill. They also understand that they are unable to use the climbing equipment outside in rainy weather in case they slip and fall. This helps them to develop a good awareness of personal safety.

Children enjoy excellent opportunities to learn about healthy lifestyles. For example, they enjoy an exemplary range of snacks taken from a seasonal menu. These include cereal, cheese chunks and crackers, fresh fruit and vegetables,

seafood sticks and shredded lettuce. Children visit the local fruit and vegetable shop to buy and learn about different fresh produce and put uneaten food into a bin for compost. This input helps all children to develop an excellent understanding of healthy eating. Two practitioners hold food safety certificates and the group has won a five star rating for food hygiene. This helps to ensure all food is safely prepared and served.

Meticulous procedures are in place for hygiene and infection control. Children know to wash their hands at the appropriate times including after wiping their noses. Any children with infectious conditions remain at home. These measures, which involve children wherever possible, help to prevent the spread of infection and develop their awareness of effective personal hygiene.

Children behave well because they are continually occupied in purposeful play. Practitioners are good role models and spend a great deal of time praising and encouraging all children for their good behaviour and individual achievements. This helps to promote children's confidence and self-esteem effectively.

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	2

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	1
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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