

Capel-le-Ferne Pre-School

Inspection report for early years provision

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Inspector Clare Stone

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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

Capel-le-Ferne Pre-school is a privately owned group. It opened in 2005 and operates from the main hall in the village hall. It is situated in the centre of the village. A maximum of 30 children may attend the pre-school at any one time. The pre-school is open each Monday, Wednesday, Thursday and Friday from 09:00am to 12:30pm. All children share access to an outdoor play area.

There are currently 15 children aged from two to five years on roll, all who attend on a part time basis. Of these, eight children receive funding for nursery education. This provision is registered on the Early Years Register and on both the voluntary and the compulsory parts of the Childcare Register. The provision is also able to support children with special educational needs and/or disabilities and children who speak English as an additional language.

The pre-school employs three staff. Two staff hold appropriate early years qualifications. The setting receive support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school are providing good quality care and education. Staff are experienced in working with young children and have the correct qualifications. Children are involved in a wide range of fun and interesting activities which promote learning. The setting's capacity to maintain continual improvement and self-evaluation is good. Staff can identify their strengths and weaknesses and put in place measures to move them forward, helping promote good outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure that children's next steps are being clearly identified
- review routines to ensure that the organisation of activities such as snack time and toileting do not unnecessarily disrupt children's freely chosen play

The effectiveness of leadership and management of the early years provision

The pre-school staff are aware of their role and responsibilities in protecting the children in the care. There are good systems in place and staff are able to recount possible signs of abuse and the procedures they would follow if they had any concerns. Robust recruitment procedures ensure unvetted adults do not have access to children. The pre-school is secure and staff monitor visitors at all times. Regular risk assessments are in place and these are monitored with any concerns

actioned to keep children safe.

Systems for evaluating the strengths and weakness of the pre-school are in place. The manager is aware of her staff's qualifications and keeps a record to ensure all training is kept up to date. The manager and staff are working on their self-evaluation, which is clear and detailed. Any changes are monitored so adjustments can be made to the quality of the setting. Areas for development are identified by staff and discussed at team meetings, this ensures staff are motivated and their opinions valued. All recommendations from the previous inspection have been met and in cases improved.

Children benefit from dedicated and committed staff. All the required documentation for the safe and efficient running of the pre-school are in place. Planning is detailed and includes children's likes and dislikes. Observations are made covering all areas of the curriculum and children's achievements are recorded. Although staff plan children's next steps, at times these are not clear. Staff actively promote equality and diversity. They identify and tackle achievement gaps and are moving children forward at a pace that suits them. They have a very good knowledge of the children they care for and children respond positively to new and exciting experiences.

Outcomes are clearly attributed to excellent use of resources, including highly effective use of staff deployment. The environment is conducive to learning and is managed extremely well. Children obviously benefit and thrive as a result of the setting they are in. The manager and staff take considered steps to ensure resources are sustainable.

Partnership with parents and outside agencies is very good. Parents report they are really happy with the playgroup and their children look forward to coming. They also say they receive lots of information on how their children are progressing and feel comfortable approaching staff for support or information. The staff work well with the local school to ensure children who are attending receive a smooth transition from pre-school to school. The setting are very keen to work with all outside agencies to provide good quality care and attention.

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

Children are very happy and settled at pre-school. They benefit from a caring and stimulating environment. Children are forming strong relationships with staff and other children. They are learning to take into account how others feel and show empathy if someone is hurt or sad. Each child is set a key worker and this is who children bond with, not who is next on the list. Staff feel it is so important to help children settle that they provide taster sessions. Parents are valued in this transition and more than welcome to stay as long as they wish. Children are learning very good skills that contribute to their development. All areas of the Early Years Foundations Stage are covered each day and staff provide children with wonderful play opportunities. Children have free access to activities around the hall and enjoy the freedom to follow their own interests. However, staff do not ensure

that the organisation of activities such as snack time and toileting disrupt children's freely chosen play. Children's skills for communication, literacy are developing well. They enjoy reading stories on their own or with adults and could finish off the end of stories with great satisfaction. They have access to a computer at all times and the children are learning to use the mouse and print off pictures. Staff are providing children with plenty of opportunities to build skills for the future.

Staff encourage children to keep themselves safe with gentle reminders not to run indoors and a clear explanation about cause and effect. Children feel a sense of belonging as they see pictures of themselves around the room as well as work they have created. Good quality interaction and well organised routines help children understand what is expected of them. Children show a good awareness of a healthy lifestyle. They adopt personal hygiene routines at a young age and understand the importance of what foods are healthy and unhealthy. They have access to physical play everyday regardless of the weather conditions and staff rotate their equipment to ensure children gain full access of their resources. Children are learning that eating healthily and exercise are part of maintaining a healthy lifestyle. Children are kept safe from the risk of infection as the staff have good procedures in place for cleaning and changing nappies. Children who are unwell do not attend pre-school thus preventing the risk of cross infection.

Children are confident and show high levels of self-esteem. Staff consistently praise children and praise their efforts. Children are happy and have a good attitude to learning. They behave very well and collaborate with each other without adult intervention. They show a good understanding of diversity, engaging in a wide range of activities that support this. Children are given plenty of opportunity to become curious and inquisitive learners.

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	1
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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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