

# Five Wents Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	EY335360
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<b>Inspector</b>	Beverly Hallett

<b>Setting address</b>	Five Wents Memorial Hall, Swanley Lane, Swanley, Kent, BR8 7LD
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<b>Email</b>	
<b>Type of setting</b>	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**

Five Wents Pre-School has been open since 1972 and was registered with Ofsted in 2006. It operates from Five Wents Memorial Hall in the Swanley area of Kent. The preschool has use of a large hall, side room and small outside play area. The preschool opens five days a week during term-time only. Sessions are from 9.15 am to 12.00 noon. The pre-school group is registered on the Early Years Register to provide care for 35 children aged from two to under five years and is in receipt of funding for the provision of free early education to children aged three and four. There are currently 50 children aged from two to five years on roll. Children attend for a variety of sessions. Eight part-time staff work with the children. More than half the staff including the manager, have early years qualifications to NVQ level 2 or 3. The preschool receives support from Kent Early Years advisory teachers.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Staff at the preschool use their good knowledge of the children and their families who attend to meet the needs of individual children. The preschool has close working relationships with other professionals such as health visitors and local advisory teachers, and uses feedback received from them to contribute to an effective evaluation process. Therefore the setting's ability to maintain continuous improvement is strong. Changes to practice as a result of self-evaluation, for example using a moveable fence to increase the safety of the outside, has resulted in improved outcomes for children.

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

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

- increase the visibility of toys and resources which support children's positive image of diversity within the environment
- ensure that written plans accurately reflect the full range of activities provided and include learning outcomes and differentiation for adult-led activities
- provide materials and opportunities for children to use writing in their play, and create purposes for independent and group writing

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

Leadership and management of the setting is strong. The manager uses Ofsted's self-evaluation form to record identified strengths and weaknesses and to track any changes and improvements made. Recent improvements include changes to snack time to offer children more opportunities to develop self-help skills and alterations to the daily routine to enable children to have some free access to the

outside area without reducing the temperature indoors to an unacceptable level.

Parents are very positive about the preschool and know that their children are happy and progressing well due to the good levels of information shared with them by their children's key person. Staff are aware that the interaction style used at the setting to support children's learning could be considered quite directive but have had very positive feedback from parents who like the fact that children are encouraged to sit for various segments of the daily routine and participate in adult-led activities. A variety of notices, documents, and opportunities to meet with staff, provide parents with information about their children's progress and the practice at the setting in general. For example, regular open days are held where parents can spend time looking at children's work and gaining a greater understanding of the way in which the preschool supports children's learning. Partnerships with other settings are less strong. The preschool are aware of this and have plans to improve over the coming months. However, currently, information regarding children's progress is not shared consistently with all providers who are involved in children's care and education.

Children are well safeguarded whilst at the setting because adults caring for them receive ongoing training and have robust knowledge on child protection issues. Supporting records, policies and procedures are in place, understood by all and reviewed on a regular basis.

Initial assessments identify children's starting points during their first weeks at the preschool. Staff then carry out observations to support their knowledge of children's needs interests and skills. As a result children's key people know them well and use this knowledge to adapt planned activities to meet individual learning needs. However, this knowledge and practice is not included in the written plans and so is reliant on key staff being present.

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

Children settle quickly and happily into a safe and welcoming environment. They feel secure in the setting and enjoy the self-chosen activities. This promotes their confidence and self-esteem. The very small outdoor area means that children have limited opportunities to enjoy large physical play outside. To compensate for this, large wheeled toys and other equipment is offered indoors for part of the daily routine. Children use these with enthusiasm and show much skill in negotiating the space available at speed.

Play resources are age-appropriate and in good condition, allowing children to experience play and learning which is suitable for their ages and stages of development. There is a good range of resources that meet the needs of every child and which staff set out to support the interests of the children who attend. For instance, the home area was recently adapted to become a post office as staff identified children's pre-occupation with letters and posting as part of an overall topic.

A very good range of books are available in the book area. These include books in languages other than English, some poetry books, and some which contain different types of illustrations such as water colours. At story time children are split into different age groups and this ensures the stories read engage children's attention. Younger children enjoy a story called 'The Best Nest' and all children listen attentively with some confidently repeating words and phrases from the story. This develops children's language for talking and also instils an enjoyment in reading. The writing resources are very popular and examples of emergent writing can be seen on older children's drawings. However, writing is not readily available in other areas of the provision and so opportunities for children to write for a variety of purposes as part of their play is limited. A strong emphasis is put on literacy and numeracy within the adult-led activity times and as a result all children are making good progress in these important areas.

Children keep themselves safe because the staff regularly remind them how to behave in a safe manner, for instance, they tell children to remember not to run in the rooms. Staff take good steps to ensure children are kept safe during possible emergencies by regularly practising emergency evacuation procedures. Children are cared for in clean, spacious premises with good systems to ensure their health and safety. Older children understand and follow good personal hygiene practices and regular visits from a dental hygienist help children to understand that good hygiene is not just about washing hands. Children enjoy a healthy snack time where they can pour their own water and help themselves to breadsticks and fruit. Children with particular dietary needs receive very good support to ensure these are met with each adult supervising a snack table being issued with a list which clearly shows which foods children may not eat.

Photographic evidence of previous sessions show children confidently using a computer. However shortly before this inspection was carried out the computer was stolen and so was not seen in use. Very good links with the local farming community provide children with good opportunities to learn about the natural world and their local community. They can see the fields from the preschool and staff encourage them to make connections and begin to develop a concept of time by discussing with them the cycle of planting, waiting for crops to grow and then harvesting.

Children with special educational needs and/or disabilities are welcomed into the setting and clear documentation is in place to support staff in ensuring all children have their needs met and are able to participate in the programme.

Children enjoy a varied and interesting range of play activities to support their progress towards the early learning goals. Adults work closely with them, listening to what they say and asking questions to support children's learning. As a result children enjoy their learning and are developing skills for the future. Children are able to choose what to play with from the equipment set out each day and enjoy the activities available. Free choice activities are planned by staff using a flexible daily plan covering the six areas of learning. Long term plans are topic based, although staff clearly explain how they abandon these to take into account children's expressed interests. Also carried out but not recorded in long, medium or short term planning are activities to introduce children to other cultures festivals

and celebrations such as Diwali and Chinese New Year. There are some toys and resources available to further support children in valuing people's differences. However, due to restrictions imposed by the owners of the building, posters and other materials cannot be fixed to the furniture and walls. Consequently, these resources are not immediately evident and the initial impression of the indoor environment is not of one which promotes cultural diversity.

Differentiation is provided by splitting children into different age groups for some sections of the daily routine. Adults then plan activities for these specific age groups. For example four year olds participate in an activity intended to support their development in problem solving, reasoning and numeracy. This involves the children identifying a specific house based clues provided by the adult on the colour of its roof, door and the number on the letterbox. Participation in these group times offers children experiences to learn in all six areas.

Staff relate well to children, showing a gentle and caring attitude at all times. As a result children feel valued and are happy to include adults in their games. For example, a child walks over to an adult whilst 'in role' as a fireman and pretends that there is a fire in her house. The adult responds 'in role', asking if the fire is out and are they now safe, using the opportunity to talk to children about keeping themselves safe.

There is a system for recording what children can do, and staff use this to plan for the next steps in children's learning. However, although the observations and assessments cover all areas of development, the next steps identified are not transferred effectively onto documents recording plans for future activities; instead this information is held in individual adult's minds and has to be recalled when carrying out planned activities.

Children are confident, relaxed and enjoy their time at the preschool as staff recognise their skills and praise their achievements. Children's behaviour is good and they play harmoniously together, sharing and taking turns when playing card games, when using the bikes and wheeled toys and as part of imaginative play situations.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	3
The extent to which children develop skills for the future	2

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