

Coxheath Rising Five Pre-School

Inspection report for early years provision

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Inspector

Liz Margaret Caluori

Setting address

The Scout Hut, Westerhill Road, Coxheath, Maidstone,
Kent, ME17 4DQ

Telephone number

07732 687287

Email

Type of setting

Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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

Coxheath Rising Five Pre-School has been registered since 1983 and provides sessions to compliment the provision at Coxheath Pre-school. Both groups are run by the same committee and staff team. They operate from premises in Coxheath, Maidstone, The Rising Five provision runs out of the Scout Hut whilst the Pre-School operates from the village hall. There are no children attending the Rising Five Pre-School that do not also attend Coxheath Pre-School.

Coxheath Rising Five Pre-School is open on Monday and Wednesday from 12.30pm until 3.00pm term time only. The setting also runs sessions on Fridays at certain times of the year and details of these extended opening times are advertised in advance. The group is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 20 children under eight years may attend at any one time. There are currently 17 children aged two to five years on roll.

Children come from the local and surrounding areas. The setting is able to accept children with special educational needs and/or disabilities and those who speak English as an additional language.

There are a total of eight staff working across the two settings with a minimum of three present at the Scout Hut each session. A least half of the staff present hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are extremely happy, settled and confident as they play and learn. Effective partnership working ensures that children's individual needs are identified and addressed between both of the pre-school sites. Positive partnerships with parents, carers and other professionals support staff to provide consistent, co-ordinated care and learning. A clear commitment to continual improvement and self-evaluation is resulting in improved services for children and safety precautions that are generally effective.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- make a record of risk assessments clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 13/11/2009

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

- review the systems for monitoring children's progress to improve the clarity of written records and more clearly identify the next steps in children's learning to enable them to continue to make good progress towards the early learning goals
- increase the support for children to learn about adopting healthy lifestyles, for example by increasing the opportunities for them to be able to go out into the fresh air on a regular basis
- take steps to improve the environment to make it more child centred and accessible, for example, by increasing the range of toys and equipment which children can explore and investigate and providing child- sized furniture.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded as the staff team are trained to identify the potential signs and symptoms of abuse and appropriate procedures are in place to report any child protection concerns. Recruitment procedures are robust. Risk assessments of the indoor and outdoor area are undertaken, although the required written records are not maintained. This does not support the setting to ensure that risks are reviewed regularly. However, health and safety checklists are completed daily and appropriate recruitment procedures are in place. This helps to ensure that children play in a well maintained environment under the supervision of suitable adults. Children listen well to the advice and guidance they receive to learn how to keep themselves safe. They demonstrate a sense of security in their relaxed and happy attitudes and their confidence to approach staff for support and attention.

The manager is highly motivated and is very receptive to the advice and support of the local authority. The whole staff team demonstrate a very strong commitment to continual improvement and, through effective self-evaluation, have identified a need to improve the outdoor area. This is currently an area of focus within the setting.

The setting works effectively with the main pre-school based at the Village Hall. In addition, good arrangements are in place to work with the local primary school and other professionals involved with the children to ensure consistent and co-ordinated care. Parents and carers receive a very warm welcome when they arrive at the group. Staff share a good amount of verbal information and also display folders of children's work. Additional information about children's progress towards the Early Learning Goals is maintained and is shared with parents and carers when they attend the main pre-school setting at the village hall. The records of children's progress are complex and are not always effective at supporting staff to clearly indicate the next steps identified in each area of learning. However, overall children benefit from the sound understanding that staff have of their individual abilities as well as their personal likes and dislikes. This ensures that they take part in activities which they find appealing and which offer a good level of challenge. Children learn about diversity and are given good encouragement to play co-

operatively, to share and take turns.

Sufficient written documentation is held on site to ensure the safe running of the setting. The required accident and medication records are maintained along with registers of attendance. Additional records, including children's progress records are maintained at the main pre-school.

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

Children are becoming extremely independent in their learning as result of the very good opportunities they receive to explore and investigate for themselves. All staff are skilled at knowing when to intervene to extend children's play and when to step back and observe. Planning is devised to compliment the activities which take place at the pre-school and has an increased focus on challenging children's intellectual development. In addition to arts, crafts and role play games, children become engrossed in activities which promote their mathematical understanding and problem solving skills. These include construction, sorting, matching, weighing and measuring. They also make good progress in their communication, language and literacy. They speak very confidently, many are beginning to recognise written letters and others are beginning to write their own names on their art work.

Children learn through play but are also supported to develop skills specifically to ease their transition into school. For example, following feedback from a teacher, the setting has instigated regular indoor PE sessions. These encourage the children to develop their gross motor skills as well as balance and co-ordination. They also allow children to practice changing in and out of their PE kits, something that had caused concern for previous children when they started in reception class.

The manager and staff team acknowledge that there are weaknesses in the organisation of the physical environment. These are largely due to a lack of storage space within the hall. The range of toys available to the children is adequate but not extensive and there is no child-sized furniture available. As a result, staff set out some activities on the floor whilst others are set out on adult sized tables. This this does not provide a particularly child-centred environment but children cope admirably, standing at tables which are level with their chest or by sitting on the adult sized chairs. Whilst staff aim to take the children outside to play each session, there are times when the outdoor area can not be used as other hall users do not leave it in a suitable condition.

Children are given considerable support to develop positive, sociable behaviour. They are developing very good self esteem as a result of the praise and encouragement that they receive. For example, children are motivate to persevere with their chosen activities by comments from the staff praising their efforts. This results in a high level of accomplishment. Children also learn about the benefits of adopting a healthy lifestyle. Whilst they do not have opportunities to go outside each day, they do take part in regular physical exercise. In addition, they are supported to understand the value of good nutrition and are provided with regular drinks and snacks which include a selection of fruit. Children also learn to develop

good self-care skills. They routinely wash their hands after using the toilet and before eating. Appropriate procedures are in place to care for sick children and to administer medication. Staff with first aid qualifications are present at all times to treat children 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	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
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

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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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