

Coxheath Pre-School

Inspection report for early years provision

Unique reference number 127128
Inspection date 08/10/2009
Inspector Liz Margaret Caluori

Setting address Stockett Lane, Coxheath, Maidstone, Kent, ME17 4PT

Telephone number 01622 745662

Email

Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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

© Crown copyright 2009

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Coxheath Pre-School has been registered since 1991 and operates in conjunction with the provision at Coxheath Rising Fives Pre-School. Both groups are run by the same committee and staff team. They operate from premises in Coxheath, Maidstone. The Pre-School runs out of the village hall and the Rising Fives Pre-School operates from the Scout Hut. The group has access to the main hall, entrance hall, kitchen and toilets as well as the playing field adjacent to the building.

The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is open five mornings a week, from 9.15am until 11.45am, with a lunchtime session until 1.00pm on Tuesdays. The setting is open term time only and serves the local community. A maximum of 30 children under eight years may attend at any one time and there are currently 39 children 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 six present at the village hall 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 thoroughly enjoy their time in the bright, child-centred environment. They are making good progress in all areas of learning and development and are treated with care and respect. They benefit from the positive relationships the staff maintain with their parents, carers and other professionals. Strong leadership, a good commitment to continual improvement and the introduction of effective self-evaluation are all having a positive impact on the experiences for children. The procedures in place to ensure children's safety are generally appropriate.

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

The effectiveness of leadership and management of the early years provision

Effective recruitment procedures ensure that children are cared for by suitably qualified and fully vetted adults. A daily health and safety checklist has been devised as a result of the visual risk assessments undertaken. The setting does not maintain the required record of risk assessments and, as a result, are not supported to regularly review safety precautions to ensure that they remain relevant. However, staff are vigilant in their supervision and offer children good advice to help them learn how to keep themselves safe. Staff are trained to identify the potential signs and symptoms of abuse and appropriate arrangements are in place to enable them to report any child protection concerns that they may have.

The effective teamwork of staff and a lively, caring atmosphere in the setting have a very positive impact on the children. There is a clear commitment to improving the service offered and some self-evaluation has started to take place. The staff team have identify the first priority to be improving the arrangements for outdoor play. The setting has also introduced new systems for assessing and monitoring children's progress towards the Early Learning Goals. These are generally effective but the complexity of the paperwork has resulted in some inconsistencies in the quality of the records maintained by each member of staff. Despite this staff confidently discuss the 'next steps' which have been identified for each child.

Positive partnerships with parents and carers supports children to settle easily and helps staff to provide consistent care aimed at meeting children's individual needs. Parents and carers receive a good range of written information about the day to day life of the setting and are invited in regularly to speak with staff about their child's progress. The care of children who also attend the groups Rising Five's sessions at the Scout Hut is extremely well co-ordinated. Staff also have close working relationships with other professionals such as the teachers at the local school.

Children learn about diversity through a mix of planned activities and spontaneously occurring events and dialogues. They have access to a range of toys and resources which promote positive images of people from throughout the community and wider world. All children have access to all of the activities and staff skilfully adapt activities to ensure that children can take part at a level which suits their individual development.

With the exception of the risk assessments, all required documentation is maintained for the safe and efficient running of the setting.

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

Children are given good support to learn the importance of adopting a healthy lifestyle. They enjoy very appetising fruit snacks and have constant access to drinks. They are developing good personal hygiene routines, washing their hands after using the toilet and before eating. They engage in a wide range of physical activities in the hall including running games and ride-on toys. However, they do not routinely have opportunities to play outside each day.

The hall is very well organised to create an extremely appealing, child-centred environment which children eagerly explore. Careful organisation and skilful supervision ensures that all children are able to access all of the activities available. Children are developing the confidence to make choices and decisions and are generally becoming very independent learners. They make good use of the extensive range of resources provided role play and engage in wonderfully imaginative games with their friends. These lead to enchanting conversations during which children use language very effectively to tell stories, negotiate and reason. They also enjoy looking at books and many choose to practice mark making and writing in their free play. Children have constant access to craft activities using a broad range of materials. They produce extremely expressive and individual pieces of art.

Much of each session is given over to free play, however, there is always at least one adult lead activity available for children to join in. In addition, the routine includes some large and small group activities which give children more opportunities to develop confidence in social situations. Children's knowledge and understanding of the world is addressed through the interesting range of activities planned by staff. In addition, staff very competently extend children's thinking during their play, for example a conversation about a planned trip to the local school leads to an interesting discussion about the appropriate clothes to wear in differing weather conditions. Similarly, during a construction activity aimed at providing opportunities for problems solving, children are also encouraged to think about mathematical concepts such as the size of vehicles and the required heights of bridges.

Children benefit from the very good relationships they maintain staff. They are very well behaved, and are developing lovely manners as a result of the support they receive to learn how to share and take turns. This, along with the confidence that they are developing to make choices and solve problems, supports children to develop the skills that will support them in later life.

Appropriate procedures are in place to care for sick children and to administer medicines when necessary. There are staff with first aid training present at all times and the required medication and accident records are maintained.

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	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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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