

St Edith's Pre-School Ltd

Inspection report for early years provision

Unique reference number EY313294
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Inspector Fiona Robinson

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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

St Edith's Pre-school has been registered since 2005. However, the group has been established since 1976 under previous ownership.

The pre-school is situated in the grounds of the Kemsing Primary School. It has use of a classroom, has its own toilets and a small kitchen. There is ramped disability access to the building. The pre-school mainly serves the local community. Currently there are 51 children on roll, with 33 of those funded. The setting supports children with special educational needs and/or disabilities, and children who speak English as an additional language. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

Children attend for a variety of sessions. The pre-school operates five days a week, term time only, from 9.10am to 3.10pm. Eight staff work directly with the children and most of them hold relevant early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are fully included in well planned, interesting activities. Partnerships with parents and the host school are excellent and help the children to feel valued and cared for. Children enjoy their time at the setting, because there is outstanding promotion of their welfare to ensure individual needs are met. The manager and staff have a good understanding of the strengths of the pre-school and areas for improvement. They demonstrate a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the use of technology and activities for learning and recording children's achievements
- develop the use of assessment to inform future learning.

The effectiveness of leadership and management of the early years provision

Staff have an excellent understanding of safeguarding issues. They ensure that rigorous policies and procedures are fully implemented to protect children from harm and neglect. Risk assessments are conducted regularly to keep children safe in all activities. Robust recruitment and vetting procedures ensure that all adults working with the children are suitable. Children stay very safe, because staff are vigilant in a very secure setting.

Excellent links exist with parents and the host school. Staff keep parents fully

informed of their children's achievements and progress. They share the children's unique learning stories with parents on a regular basis. They also share information of special events and topics such as 'Myself and my Family' through newsletters and the parents' notice board. Staff organise 'Stay and Play' sessions and workshops to involve parents in their children's learning. Parents say that the pre-school is welcoming and staff are very supportive in a happy and purposeful environment. Also, they consider that staff care especially well for children with special educational needs and/or disabilities. They work in close partnership with parents to help their children to be fully included in school life and achieve well. Links with the host school are excellent and information is shared on a regular basis.

The pre-school is well led and managed. The manager and staff are effective in identifying strengths and areas for development. They meet daily to discuss planning and are developing the use of assessment to inform future learning. They hold more formal meetings every three weeks and work together well to ensure children achieve well. There are plans in place for future improvements, including developing the use of technology in activities and also the use of the digital camera to record children's achievements. Good use is made of resources to meet the children's needs and staff promote equality and diversity very effectively. As a result, all children are fully integrated into school life and achieve well. They ensure that children receive high levels of support, especially those with special educational needs and/or disabilities and those for whom English is an additional language. Staff demonstrate a strong team spirit and a shared commitment to the development of good quality practice. They access valuable training opportunities for staff development and as key workers, and regularly monitor activities to improve children's achievement.

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

Children achieve well because activities are well planned and resourced. Staff respond to the children's individual needs and interests and support them well in their learning. The environment is bright, stimulating and conducive to learning.

Children are developing a good understanding of how to keep themselves healthy and safe. They move freely and independently around the playroom. At snack time, children are encouraged to have healthy and nutritious snacks and enjoy sociable mealtimes together. As they get older, they help to prepare the snacks and independently access their own drinks. They learn to use equipment safely as they prepare fruit salad for snack time. Children enjoy physical exercise and have valuable opportunities to play outside each day in their well equipped play area. They enjoy using the slide and climbing frame and a selection of wheeled toys and bicycles to develop their physical skills. Indoors there are many opportunities to make junk models, build models and make interesting shapes out of play dough.

Children become absorbed as they create colourful firework pictures and floral pictures for their art gallery. They listen carefully to stories such as 'We're going on a Bear Hunt'. They are keen to dress up as their favourite book characters and

explain why they like the story. They enjoy learning about Diwali and Harvest time and are helped to appreciate diversity through activities such as dance, food tasting and storytelling. Most children can count up to 10 and beyond. They enjoy practising their counting through singing songs such as 'Ten Fat Sausages'. They accurately identify numerals and shapes in their environment and enjoy role play in their play house. They take it in turns to use the computers; however, staff have identified the need to increase the use of technology in their activities.

Children are cared for very well in a very clean, well maintained environment. They settle easily and are well behaved, because adults are excellent role models. Positive behaviour is encouraged and children are sensible and learn to take turns as they crawl through the tunnel outdoors. They enjoy fundraising events and their thoughts about Harvest and the gifts of life are clearly depicted on their 'Thankful' tree. Overall, the children are prepared well for their future learning experiences and life outside the school day.

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	1
The effectiveness of safeguarding	1
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	1

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

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