

Highfield Road Pre-School

Inspection report for early years provision

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Inspector

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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).

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Description of the setting

Highfield Road Pre-School was registered in 1985. It is privately owned. Registration is for a maximum of 38 children in the early years age range, none of whom may be under two years. There are currently 35 children on roll. The pre-school is open each weekday from 9am to 12 noon, Monday to Thursday and on Tuesday and Wednesday from 1pm to 3.30pm, term time only. All children share access to a secure outdoor play area.

The pre-school employs eight members of staff. The manager holds an NVQ Level 4 early years qualification and a further four staff hold appropriate NVQ Level 3 early years qualifications. An additional member of staff has started working towards an NVQ Level 3 qualification. The provision is supported by an Early Years Advisory Teacher

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Highfield Road Pre-School is effective in its self-evaluation processes, driving continuous improvements in the outcomes for children. The Early Years Foundation Stage principles are at the core of the management structure which results in boys and girls being respected and valued as individuals. Positive, committed relationships develop between adults and children within a safe and secure environment. Comprehensive systems build and track children's progress towards the early learning goals. Consistent, caring routines follow individual needs to ensure the safety and well-being of all.

What steps need to be taken to improve provision further?

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

- consider ways to provide children with independent access and daily opportunity to use information and communication technology and programmable toys to support their knowledge and understanding of the world
- consider a variety of methods to inform parents of the continual professional development, the roles and responsibilities, qualifications, training, skills and knowledge of individual members of staff

The effectiveness of leadership and management of the early years provision

The provision for safeguarding is comprehensive and thorough. Clear and accurate records are maintained, safety policies are in place and staff know what to record and who to report to should they have any child protection concerns. Safeguarding training has been refreshed for all members of staff and procedures reflect current

Local Safeguarding Children Board practice. Risk assessments are thorough, dated, identify hazards and indicate actions taken to minimise risk. These include preparation for regular and occasional outings. An emergency exit procedure is displayed and practised regularly so that all children are aware of what to do in an emergency.

Senior managers together with members of staff are committed to the improvement of the provision and have clear priorities and plans for the future. Reflective practice and focussed planning leads to resources that are well organised so that children enjoy a stimulating and motivating learning environment from the moment they arrive. Ongoing training and mentoring of staff in their professional roles supports staff effectively to meet the children's welfare, learning and development needs. The self-evaluation system reflects the ethos and aims of the pre-school. Staff, parents and children are encouraged to comment on activities and suggestions are considered during team meetings. Past recommendations have been met and priorities for development, such as Health and Safety training, are identified. Policies and procedure are extensive and efficiently applied by knowledgeable, confident, staff. The layout of the large, main room provides children with a welcoming, stimulating environment where toys and play materials are arranged to plan, strongly supporting individual enjoyment and achievement. Equality and diversity are woven into all aspects of care and learning. Clear and flexible assessment of individual needs are carried on from starting points supplied by parents. Linguistic diversity is respected and valued by staff, who happily learn words of importance to children who are learning English as an additional language, which in turn benefits all who attend.

The partnership with parents, carers and others is supportive. Posters, notice boards and educative displays inform parents of the Early Years Foundation Stage and goals. Staff commitment to the continuous improvement of quality via the development of their training and professional roles is not promoted. Learning records are clearly and simply presented, providing parents with their children's individual achievement and ongoing progress. There are strong links with the local school and links with other carers, such as childminders, are in place so that children's learning is extended.

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

Children show they feel safe. They are happy, settle quickly and show they are secure because staff provide close care and are attentive to their needs. They sit with children on the floor, examining vehicles and action figures to support children in their role play. Children quickly become familiar with the routine of the day. Children feel confident to practise and acquire new language skills because staff listen closely and repeat words and phrases, such as 'same' and 'different'. They learn to recognise the shape of letters and several attempt to write their own name. Boys and girls individual needs and interests are closely followed. Information from observation and assessment covers all six areas of learning and is used to build a unique record of each child's achievements and identify next steps to learning. Children develop memory, learn to recognise number and some

can add one more during an adult-led pairs game. Resources, such as action figures, wheeled toys, dolls, bathing equipment and dolls clothes, provide props for extensive imaginative play. Children problem solve, supported by members of staff who give them time to accomplish the goals they have set themselves, such as dressing dolls or to fit puzzle pieces. Tricycles and a free standing petrol pump stimulate physical development as children learn to pedal round the bollards. Children experience a range of textures, smells and colours as the seasons change in the small secure garden while trips to local play parks give them a chance to challenge themselves on large play equipment. They find out about their local community during visits to food stores or when professionals, such as police officers or doctors, visit the pre-school.

Children learn to work with others as they fill and empty the containers at the sand tray or sweep up the spilt sand. They use a range of tools to make craft work, freely draw or colour in printed pictures. They know their work is valued because their work is displayed on a table. Children are eager to operate the new laptop, however this is not prepared for their independent use and some staff are unsure how to bring up activities. Children are patient, remain focussed and take turns with resources. They turn the play tent into a puppet stand and use the soft animal puppets to produce a show. Boys and girls learn to respect each other as they socialise at the snack table and listen to what others say because staff speak calmly and discretely to ensure each child has time to express themselves. They cooperate during parachute games, take turns in serving their friends with bowls of pieces of fruit and biscuits, they tidy away equipment, help sweep up sand and wipe down table tops. Children enjoy making a positive contribution to the routine of the day and to develop future skills for learning.

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	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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