

ABC Preschool (Swalecliffe)

Inspection report for early years provision

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Inspector Janette Mary White

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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*.

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Description of the setting

ABC Preschool at Swalecliffe is one of two preschool groups run by The Partnership of Michelle Bush and Rachel Shulver. It opened in 2009 and operates from one room in a purpose-built building. It is situated in Swalecliffe, Whitstable, Kent. This group is privately owned. This provision is registered on the Early Years Register. A maximum of 26 children may attend the preschool at any one time. The preschool is open each weekday from 09.00 to 15.15 for 38 weeks of the year. All children share access to a secure enclosed outdoor play area. There are currently 50 children attending who are within the Early Years Foundation Stage (EYFS). Children come from a wide catchment area. The preschool currently supports a number of children who speak English as an additional language. The preschool employs nine staff and of these eight, including the managers, hold appropriate early years qualifications. One member of staff is working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All staff make certain that every child enjoys a range of exciting and challenging activities. They are motivated and support an inclusive environment where the needs of all children are met including those who speak English as an additional language. Children have the benefit of learning about their local area and the world around them. Overall the setting promotes children's welfare and learning well. In a short period of time the owners and staff have created a stimulating learning environment for the children. The partnership with parents is valued and they are continuing to establish links with the local school and other agencies. The setting has a good capacity to develop and maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- increase staff's understanding of policies and procedures, for example, the lost or missing child policy and the safeguarding child protection policy in relation to allegations of abuse made against a member of staff
- improve children's understanding of evacuation drills by carrying these out on a regular basis
- improve the opportunities to support children's independence, such as at snack time.

The effectiveness of leadership and management of the early years provision

The owners and staff have a clear vision and are passionate about bringing about changes that will improve outcomes for children. The management structure is effective and all staff work well as a team. The owner's effective use of rigorous

and robust staff recruitment procedures ensures that children are safe and secure and are cared for by suitable staff. Staff have an understanding of most of the policies and procedures. They clearly explain their responsibility to protect the welfare of the child in relation to keeping children safe and the safeguarding child protection policy. Nevertheless, some of the staff are not secure in their knowledge of the child protection process for allegations of abuse made against them or the procedure for lost or missing children. The accident policy requires specific details to be recorded on all accidents. However, for a few entries not all the required details are logged, such as a date or a child's full name.

The owners, together with the staff, consistently work on action plans for their future development. The setting is likely to continue to improve because the joint managers and their team already evaluate the provision thoroughly and plan for further improvements. Good communication ensures staff know and understand their role. For example, they follow the flow of the children and regular staff meetings are arranged individually or together with their 'sister' setting. The owners know the staff well and value their individual contributions. As a result, ongoing assessment of the provision and the development of action plans demonstrate a commitment to improving the outcomes for children. The owners are motivated and continue to establish a system to review individual staff, for example, through assessments, developing individual appraisals and by offering regular training opportunities. Effective daily opening and closing procedures are practised by staff. Risk assessments for all areas are carried out including outings. These effectively note any hazards and the action taken to minimise any risks, such as fallen berries from overhanging trees in the outdoor space. Staff are on hand to monitor and assess the situation and to minimise risk to the children. Thereby ensuring children are safe and secure at all times. Children clearly explain what they do in their familiar routines, such as washing hands and say 'germs make us ill' or what they do when tidying the toys away. Nevertheless, articulate children are not able to explain what they would do when evacuating the premises in an emergency. Therefore, children are not familiar with what to do when fire drills are carried out.

Parents are given plenty of written information regarding the preschool to ensure they are able to make an informed decision about placing their child. The owners ensure that effective procedures are in place for the assessment of children with special educational needs and/or disabilities. These include procedures to support parents and to ensure that the sharing of information is prompt and accurate. Children play in a truly inclusive environment where every child is valued as an individual. Children's comments and questions are listened to and staff acknowledge their contributions to discussion. The key person completes a 'child's questionnaire' which helps to support their sense of belonging. This makes children feel valued and promotes their self-esteem. Children learn the value of a diverse society and are encouraged to acknowledge each other's abilities and views. They develop a positive attitude towards diversity. Staff successfully promote children's welfare through effective routines. Regular risk assessments of the premises, toys and resources ensure all potential hazards are minimised. A regular exchange of information about children's achievements at home and continuing to develop links with other agencies contributes towards each child's success as a competent and motivated learner.

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

Children confidently make decisions about the activities they wish to pursue. This is actively supported through the effective use of labelling resources. For example, all storage containers have pictures and words to promote children's growing independence. At the beginning of each session children are welcomed and settle well this is because the atmosphere is calm and inviting. Children concentrate well and spend time on completing art and craft creations or using the 'pretend snow' in the garden. They create challenges for themselves and ask questions about how to decorate their clay pot. Children are stimulated and love listening to stories and predict what comes next. They sit fascinated as staff enthusiastically read stories in an interesting and appealing way. While reading children discuss pictures and staff allow them time to express their views and ideas. Staff make good use of unplanned opportunities to introduce mathematical language. For example, as they ask which is bigger or smaller or how many more or less when comparing two numbers. Children use good vocabulary to explain how things work. They have daily access to a range of information and communication technology preparing them well for future learning and success. They concentrate well and spend time negotiating who serves behind the post office counter and who is the customer or enthusiastically wrap boxes and address the parcel to post in their home made post box. Staff ask questions to engage children in thinking and resolving their own problem, for example, why the computer 'mouse' does not work if held in the air and clicking the button. As a result, children are making good progress in all areas of the Early Years Foundation Stage.

Staff use a range of good procedures to promote children's welfare. There are effective hygiene procedures throughout the nursery. For example, as they prepare the tables for snack or lunch time or in the children's personal hygiene routines. Healthy eating is promoted through wall posters and written information for parents. In addition, the specialist cook prepares and plans cooking as a regular activity. Each child's individual dietary need is carefully considered through the provision of nutritious snacks. Drinking water is on hand. However, some resources to aid children's independence are not always available. For example, drinks are provided in jugs which are too large for them to lift by themselves. Overall, children's independence and self-help skills are promoted. As a result, children are gaining good skills to encourage their future economic well-being and self-esteem. Staff use effective behaviour management strategies to help children manage their own behaviour and to understand how they should behave towards others. For example, staff use the 'golden rules' to discuss sharing toys and taking turns or being kind to each other. Children understand how the 'timer' system works when using the trampoline in the garden. Staff also use effective procedures to help children learn about each other's differences as there are plenty of toys and pictures which show children positive images of equality.

Parents are requested to complete enrolment forms. For example, these include child's developmental stages and their likes and dislikes. Staff complete an initial assessment form and use all this information to start the child's 'Learning Journey'.

Each child is assigned a member of staff as a 'key person' and they effectively use this information to plan for children's individual needs. Parents are consulted about the children's experiences at home through the use of a 'Home Experience Diary' with photos of their home life. Children have opportunities to link the life at preschool and home as they take the 'preschool bear' home for a weekend and record details of the activities 'the bear' and the family took part in. Staff observe and assess each child's achievements and identify the next stage in their learning. They have a good understanding of their role and spend time interacting with children. They use a range of strategies to support the development of children's thinking skills. Staff are good role models and demonstrate a positive attitude to learning. Children learn how to keep themselves healthy through regular exercise both indoors and out. As a result, children are motivated and keen to learn.

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

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| 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

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| 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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| 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

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| 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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