

Toy Box Preschool

Inspection report for early years provision

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Inspector

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Setting address

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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

Toy Box Pre-school opened in 2005. It operates from two rooms in a portable classroom in the grounds of Wentworth Primary School, Dartford, Kent. A maximum of 26 children may attend the pre-school at any one time. The setting is open each weekday from 9.00am to 3.30pm term time only. All children share access to a secure enclosed outdoor area. Children come from a local and wider catchment area. The setting currently supports children with special educational needs and/or disabilities and those who speak English as an additional language. There are currently 72 children on roll all of whom are within the early years age range. The setting employs ten members of staff, with eight staff having National Vocational Qualification Level 3, one staff member has a Council for Awards in Children's Care Education Level 2 and one member of staff is working towards National Vocational qualification 2.

The setting is registered on the Early Years Register. There is a ramp which ensures access for children who may require disabled access. The setting liaises well with the main primary school which facilitates children's smooth integration into the school. The setting has formed positive links with Kent Early Years Advisory Service and the Specialist Teaching Service which assists staff in addressing the children's varied needs.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Toy Box is a good pre-school and meets the needs of children well. Staff closely monitor the children's level of participation in activities which ensures that all children are included in the range of activities and equipment. Parents and carers are confident with the quality of care and the support their children receive as shown in one comment by a parent 'My child is happy, and has made progress, staff are caring and listen to parents views'. The pre-school is well resourced and has a good capacity to improve further.

What steps need to be taken to improve provision further?

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

- ensure that staff use the ongoing assessments of children's progress to plan the next steps of children's learning

The effectiveness of leadership and management of the early years provision

Leadership and management are good. Policies are accessible, well maintained and regularly reviewed. Safeguarding procedures are good and risk assessments are carried out on a regular basis to protect the children and keep them safe. Self evaluation is accurate which demonstrates how well leaders and managers are

actively committed to driving and securing improvement. This is demonstrated in their strong partnership with the local authority's advisory service, specialist teaching service and the main primary school, all of which is improving the quality of provision. The well trained staff work well together as a team to plan and coordinate activities for the children which ensures a consistent approach in the care and education of the children. Equality and diversity are good. Staff actively include all children including those with special educational needs and/or disabilities and those learning English as an additional language in the range of activities and use of equipment. The celebration of cultural festivals such as Diwali is helping children develop awareness of other cultures. The pre-school is well resourced and makes effective use of the indoor accommodation to enhance children's learning opportunities. Children use the spacious, outdoor environment for enjoyable basketball games and make imaginative use of a range of balancing and climbing outdoor play equipment. However, the lack of a covered area restricts children's access to outdoor play during inclement weather. The pre-school maintains positive links with parents which enhance the continuity in children's learning. Parents contribute valuable background information about their children on entry to the pre-school as well as ongoing assessments of their children's progress. They are regularly kept informed of the pre-school activities, events and their children's progress. Planning is detailed and covers all areas of learning. Staff use information from their assessments of children well to plan a wide range of interesting activities that sustain the children's interest although staff's use of information from assessments to plan the next stage of children's learning is at the early stages of development. Leaders have effectively addressed the issues identified during the previous inspection.

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

The pre-school provides a wide range of meaningful activities. The environment is conducive to learning and resources are well-organised. Children enjoy and enthusiastically undertake the range of interesting activities provided. They confidently approach staff and engage in lively conversations, for example, some of the children accurately count the colourful bears up to 15 and explore number operations with staff's assistance. They are developing early writing skills which prepare them for the acquisition of good future workplace skills, with some children independently writing their names on their drawing and sticking activities. The daily circle sessions and mini drama sessions to recreate the story of 'The enormous turnip' is helping children to develop listening and speaking skills. Behaviour is good. Children work in teams to recreate a road and rail lay out, explore road signs and make appropriate use of positional language. Staff positively interact with the children and support them well during activities which makes learning meaningful. For example, staff's support help children to discuss their creative ideas during modelling with play dough. They are developing independence and are able to wash and dry their hands after activities and put on aprons with minimal assistance. They make an extremely positive contribution through completion of 'The achievement tree' which records their proud achievements. They demonstrate good awareness of safety and play sensibly during outdoor game sessions. Children's health is promoted well through provision

of a healthy range of fruits and cereal. Staff supervise children well during activities which promote their safety and well-being. Well established systems for recording children's arrival and departure times help staff account for each child's movement and keeps the children safe.

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	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	1
The extent to which children develop skills for the future	2

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