

Lighthouse Kids Pre-School

Inspection report for early years provision

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EY344068

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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*.

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

Lighthouse Kids Pre-school opened at its current premises in 2006. It operates from one room in a community building. It is situated in Rochester, Kent. A maximum of 26 children may attend the setting at any one time. The pre-school is open each weekday during school term times from 9.15 am to 12.00 pm Monday to Friday. Older children stay for lunch club until 1:00 pm on Tuesdays and Thursdays. There is a large, enclosed outdoor play area available and children enjoy free flow play between the indoor and outdoor environments. Children mainly come from the local area. The pre-school employs a total of five staff, all of whom work part time. All staff hold an appropriate early years qualification, three are qualified to level 3 and two to level 2. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are progressing well in all areas of their learning and development as a result of the settings knowledge and understanding of the Early Years Foundation Stage. A range of purposeful activities are available to children in both the indoor and outdoor environments. Staff support and extend children's play well through open ended questioning and discussions. Children are happy, confident and settled within the pre-school. This is mainly as a result of the robust settling in procedures which are individualised following consultation with parents to enable children to feel reassured and settled as quickly as possible. The provision has systems in place to self-evaluate and these include parent questionnaires, verbal feedback and liaison with Early Years Advisors.

What steps need to be taken to improve provision further?

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

- ensure all policies and procedures are updated in line with the Early Years Foundation Stage requirements
- continue to develop children's skills and understanding of information and communication technology
- continue to develop the system for reflecting on current practice

The effectiveness of leadership and management of the early years provision

Children are safeguarded well. Children are protected from the risk of abuse and/or neglect because the staff team clearly understand their role in child

protection and are able to put the appropriate procedures into practice where necessary. There is a designated person responsible for Child Protection and their training is updated regularly to ensure that they have up-to-date knowledge. A written child protection procedure is in operation and clearly refers to Area Safeguarding Children Board procedures and includes the procedure to follow if an allegation is made against a member of staff. All existing injuries are recorded by staff with an explanation of how the injury occurred. Effective systems are in place regarding the security of the setting and for the safe arrival and collection of children. The main door is locked once all children are present and all visitors to the setting have to show their identification and are asked to sign into the visitors' book. This effectively monitors any additional adults on the premises. A member of staff is placed at the main door during arrival and collection and children may only be collected by an authorised person. A collection book is in operation and any changes regarding collection are recorded in here so that all staff are aware. There are appropriate policies in operation regarding uncollected and lost children. Supervision of children in the setting is excellent and staff are extremely well deployed throughout the inside and outside environments working well as a team to ensure children's safety. Staff encourage children to feel safe within the setting, for example they explain my arrival and purpose in the setting to children and explain that if I approach the children to talk it is safe to talk to me. Staff also remind children of how to promote their own safety in the setting by having some safety rules in place which they reinforce.

There are clear procedures in place to promote the children's safety in the event of a fire or emergency situation. Staff ensure fire exits are kept clear of hazards and ensure that every child and member of staff participates in a practise fire drill once every term. A written fire evacuation procedure is in operation and all staff demonstrate a clear understanding of the procedure to follow in the event of an emergency evacuation. All fire appliances are serviced on a regular basis to ensure that they are maintained to appropriate standards.

Generally the pre-school is using self-evaluation effectively to identify strengths and areas for development to help further improve the outcomes for children. Although the self-evaluation form is not currently completed fully all staff have been involved in contributing to it and notes are available to support the decisions made. All previous recommendations have been met and the setting has put in place additional policies to develop the setting further. The setting has a positive outlook regarding ongoing training and development and the staff appraisal system is used to identify training and developmental needs. Parent questionnaires are used periodically to gauge parents views of the provision and to involve them in the evaluation process.

Documentation within the setting is well maintained and available for inspection. Written policies and procedures are in place and the majority have been updated to bring them in line with the Early Years Foundation Stage. However, a few policies still refer to the National Standards. Children's files contain all relevant information to ensure individual needs can be met and all parental consents are in place. The setting has established effective partnerships with parent/carers through verbal feedback and through regular meetings to discuss developmental profiles.

The setting demonstrates a positive approach towards equality and diversity. Resources are accessible and available for all children to experience. This includes a selection of resources that promote positive images of diversity such as dual language books, dressing up cultural costumes, puzzles and small world people. The pre-school demonstrate a positive attitude towards special needs and has systems in place to support children with special educational needs and/or disabilities. The SENCO (Special Educational Needs Coordinator) liaises closely with parents and outside professionals such as the Area SENCO to enable children to progress to their full potential.

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

Children are making good progress in their learning and development. They arrive happy and eager to explore the range of activities and experiences available and separate extremely well from their parent/carers. They are able to have complete free flow between the inside and outdoor environments. Staff actively support and encourage children's play interacting well with them without taking over activities. For example, staff encourage the children to initiate their play and a small group really enjoy painting the pre-school fence with roller brushes and water which they have requested. Staff extend children's ideas and initiated play activities through open ended questioning and adult directed activities. For example, a group of children introduce the concept of the three little pigs when playing in the play house and staff are invited to join in playing the part of the big bad wolf. This activity is extended by staff when the children come back inside for a story and they all love participating in the re-enactment of the story. The children go around the garden collecting twigs and grass and then collect together some bricks. The whole nursery acts out the three little pigs and children eagerly shout 'not by the hair in my chinny chin chin' in response to the wolf asking to come in.

The setting has developed an observation and assessment system which comprises of using short post-it notes under different areas of learning as well as written observations which are more comprehensive and detail the next steps of learning. The setting highlights where each child is under the six areas of learning and both photos and short anecdotes complement these records. The recent introduction of the 'All about me' books enable staff to work with individual children and in small groups and examples of children's art work, photos and anecdotes are included in these more personalised books. Planning incorporates children's individual interests and needs and enables staff to ensure that children are suitably challenged, interested and developing within the setting. The staff team ensure through their weekly planning that activities are planned that cover all six areas of learning and add to plans on a daily basis as a result of observing children.

Children's behaviour within the setting is very good and they share and take turns well. Staff promote confidence and self-esteem through praise and encouragement and the use of brightly coloured stickers which the children proudly wear. Independence is promoted extremely well within the pre-school. For example, the milk bar snack system allows children to choose when they wish to stop their

activities and also provides them with choice over their snack and drink. Small jugs are available for children to pour out their own milk or water and children tidy away their cups and plates after finishing their snack time.

Children experience the wider community through visits from the local librarian, police and dentist. These visits are used to introduce children to concepts of health and safety such as road safety, stranger danger and dental hygiene.

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

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