

Dymchurch Vilage Hall Pre-school

Inspection report for early years provision

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Inspection date	16/03/2010
Inspector	Clare Stone
Setting address	Village Hall, Orgarswick Avenue Dymchurch, Romney Marsh, Kent, TN29 0NX
Telephone number	07931151776
Email	
Type of setting	Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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

Dymchurch Village Hall Pre-School has been registered since March 2000. There has previously been a group at these premises for several years. A committee of parents runs the pre-school. It operates from the village hall in the centre of Dymchurch. There is access to a safe, fully enclosed outside play area.

A maximum of 35 children may attend at any one time. The pre-school is open Monday, Wednesday and Thursday from 9:00 am to 3:00 pm; then Tuesday and Friday from 9.00 am to 1.00 pm. The Pre-school operates during term time and there are plans to open during some school holidays for existing children and children up to the age of eight years. Children attend for a variety of sessions and the group serves the local and surrounding areas. The Pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

There are currently 14 children on roll aged from two to four years. Of these, nine children receive funding for early education. The group supports children with additional needs and children who speak English as an additional language.

The pre-school employs six staff. All staff hold appropriate early years childcare qualifications. The group receives support from the Local Authority Early Years advisory teacher.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in their learning and development. As the pre-school is fairly small the staff know the children well and plan relevant and stimulating activities. The manager is committed to the continuous improvement of the pre-school and regularly reviews and monitors the effectiveness of systems in place. Diversity and inclusion are embedded throughout the day to day running of the setting. This ensures children's individual needs are being met and good outcomes for children are evident.

What steps need to be taken to improve provision further?

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

- ensure risk assessment is carried out daily and recorded
- provide children with opportunities to be independent during snack time

The effectiveness of leadership and management of the early years provision

The manager ensures children are kept safe by the robust systems in place to appoint staff. All staff are suitable to work with children and a current list of Criminal Record Bureau checks are kept on everyone who has access to children. Staff are able to recount possible signs of abuse and can explain what they would do if they had any concerns about a child in their care. The manager and the deputy have attended child protection training and cascade this information to their staff. Risk assessments are in place, however, on the day of the inspection the setting had forgotten to record their findings. The manager ensures regular fire procedures are practised and record all information to ensure the quick and safe evacuation from the village hall.

All resources are in good order and fit for purpose. They support children's learning and development, resources are used well to achieve the planned learning goals. The staff take appropriate steps to ensure resources and the environment are sustainable. Toys are carefully selected for children to enjoy, during the inspection children squealed with delight while playing with water toys. Staff are skilled at extending children's play by introducing new words and concepts for children to investigate and explore.

The manager and deputy consistently communicate high expectations to staff about securing improvement. All recommendations from the previous inspection have been met and in some cases improved. Key strengths and weaknesses are known to staff and the manager is keen to build on areas of weakness and continue to improve on their strengths. There is a self-evaluation form in place and staff are aware it is a working document, adding ideas and strategies to help improve outcomes for children.

Staff appropriately and actively promote equality and diversity. Children are respected and valued and their differences celebrated. Children's starting points are identified and staff have a clear understanding on how to move each child forward at a pace that suits them. Children and their home life are known to staff enabling them to provide meaningful and fun activities. Achievement gaps are identified and children who need extra support or who are gifted are fully supported.

Partnership with parents and carers is good. Parents stated they are really happy with how their children have settled in and felt comfortable to leave their children with the staff. They also stated that they receive lots of information about how their children are developing and given ideas of how they can help at home. Parents receive information about upcoming events via newsletters and know they can look at their children's learning journals whenever they wish. The pre-school are very keen to work with outside agencies to promote good outcomes for children and the progression and continuity of learning and care.

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

Most children, including those with special needs and/or disabilities, and those learning English as an additional language, make good progress towards the early learning goals. They enjoy their time at pre-school and parents report "they can't wait to get here". Children are motivated to learn and look forward to new experiences with excitement. Their starting points are recorded and it is clear they are happy and confident learners. Planning is clear and includes the six areas of learning. Staff provide children with plenty of opportunities to play and resources are attractively displayed. Children can follow their own interests and staff will change any toys that are not being used or if children request it.

Children are secure and are developing a sense of belonging in pre-school. They understand what is expected of them and how to keep themselves safe. The staff encourage meaningful visitors to teach the children about safety aspects. For example the pre-school is very close to the sea and the staff asked local lifeguards to come and talk to the children about water safety. Children are encouraged not to run and gentle reminders help keep children safe. Good quality interaction and well organised routines help very young children become secure and confident in their surroundings.

Children show a very good awareness about healthy lifestyles. They understand that plenty of exercise and eating nutritious snacks will keep them fit and healthy. There are missed opportunities for children to become more independent, as staff do not encourage children to choose when they have snack time. During the milder weather children have free flow access to an outside area where children spend a majority of their time. Here, they plant flowers and vegetables, this helps children understand where food comes from and what they look like while they are growing. Children who are unwell do not attend pre-school and this helps prevent infections and cross contaminations.

All children are given lots of praise and encouragement. Staff feel it is important to help children feel valued and improve their self-esteem. Children show good levels of confidence and take initiative while working independently and/or cooperating with their peers. Children have a good understanding of diversity engaging in a good range of activities and experiences to support this. Their behaviour is good and they have a clear understanding of what is expected of them.

Children's progress in information technology, communication and literacy is developing well. Children can use a mouse on the computer and are learning how to use the keyboard. They work alongside each other and negotiate well during play. Overall, children are secure in the skills they require in order to progress in their 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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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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