

# Cray Tots Pre-School

Inspection report for early years provision

---

<b>Unique reference number</b>	127131
<b>Inspection date</b>	06/07/2010
<b>Inspector</b>	Linda Margaret Nicholls

<b>Setting address</b>	The Heritage Community Hall, Craylands Lane, SWANSCOMBE, Kent, DA10 0LP
------------------------	--

<b>Telephone number</b>	01322 382929
-------------------------	--------------

**Email**

<b>Type of setting</b>	Childcare on non-domestic premises
------------------------	------------------------------------

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## 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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Cray Tots Pre-school was registered in 1995. The provision is a voluntary group managed by a committee of parents. Registration is on the Early Years register. Registration does not include overnight care. The provision is registered to care for a maximum of 26 children in the early years age range. There are currently 32 children between two and five years on the register. The provision has sole use, when it is in operation, of a community hall in Swanscombe, Kent. All staff hold appropriate early years qualifications. Opening hours are from 9am to 11.30am Tuesday to Friday and from 12.30pm to 3pm on Tuesdays and Wednesdays, term-time only.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The nursery ensures consistent, caring routines follow individual needs recognising the uniqueness of each child. Welfare requirements are met to ensure the safety and well-being of all children who attend. Positive, committed relationships develop between adults and children. Established systems track children's progress towards the early learning goals. Reflective practise and self-evaluation, supported by regular visits from early years professionals, ensure the continuous improvement of the service provided.

## **What steps need to be taken to improve provision further?**

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

- support children's growing awareness of diversity so that children continue to value and respect cultural differences and develop positive, inclusive, relationships
- develop methods to show the active contribution of staff, parents and children to the provision and how the impact of changes are monitored.

## **The effectiveness of leadership and management of the early years provision**

Children are safeguarded effectively. Child protection processes are understood. Appropriate training has been attended by all members of staff, a named designated person is in place and procedures reflect current Local Safeguarding Children Board practice. All adults involved with the provision are vetted and relevant agencies are informed for safeguarding purposes. Risk assessments are in place, including those for occasional outings. Resources are well planned and laid out giving children direct access to a variety of activities, both inside and outside the hall. An emergency exit procedure is displayed and practised regularly so that all children are aware of what to do in an emergency. Welfare requirements are met and children's safety is assured.

Experienced members of the staff team work closely to ensure induction procedures are understood and implemented. The aims and priorities of the provision are supported by creative and imaginative staff who recognise the importance of reflective practice and focussed planning. Ongoing training and monthly team meetings are used to build on new methods of working. Staff are encouraged to use reflective practise and comment on activities to monitor the service provided although documented evidence of this was not available at inspection. The layout of the hall provides children with a welcoming, stimulating, environment where toys and play materials strongly support individual enjoyment and achievement. Equality, diversity and inclusion underpin all aspects of care and learning with all children benefiting from constant and close interaction by qualified and competent staff. Children with special education needs or learning difficulties are supported by professionals from external agencies where required.

An open door policy for parents and carers is in place while posters, notice boards and educative displays inform parents of their child's achievements and experiences. Some parents indicate they prefer more regular and formal methods of being informed of their child's progress. Learning records supported by additional photographic evidence are developed to show how children progress towards the early learning goals. Home achievements at entry are recorded on an initial profile that reflects the principles of Every Child Matters. Individual next steps to learning are planned. Policies and procedures are continually examined by the committee and available for parents to view at any time. There are good links with a local school and staff are aware of additional carers, such as grandparents or childminders, so that children's learning may be extended and reinforced.

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

Children show they feel safe as they play. 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 or at tables engaging children in conversation and supporting their play. 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 are familiar with the routine of the day, joining in a singing activity before registration. Children take part in a group or as a soloist, confidently singing songs they know, learning rhythm, timing and clearly pronouncing the words of songs such as 'Mud, Mud, Glorious Mud'. They acquire new language skills because staff listen closely and repeat words and phrases, such as 'above', 'below' and 'underneath'. They learn to recognise the shape of letters and numbers and several attempt to write the letters of their own name. Individual needs and interests are closely followed, several children watch the workmen clear brambles from the rear garden so staff bring out sand, a builders tray and digger vehicles to extend discussion and imaginative play. Children develop memory, learn to manipulate the computer mouse and follow the sequence of an interactive game. Resources such as scarves and squares of cloth provide props for extensive imaginative play. Children problem solve, and accomplish goals they set themselves, as they build a den or wrap a scarf as a

cape. Physical coordination is encouraged with activities such as a team obstacle race where children zigzag between cones balancing a ring on their heads and throw a bean bag into a hoop. Children experience a range of textures, smells and colours as they handle the scented play dough. 'It smells like flowers,' they say. Children have daily opportunity to view diversity and inclusion in the local and wider community from posters which display words in other languages and photographs of themselves at play. They find out about their local community during visits to food stores or when professionals such as police officers or community dentists visit.

Children learn to play safely as they negotiate furniture and resources. They know what to do in an emergency and to walk with care through the allotment gardens to plant beans. They learn about road safety as they walk to the local heritage park. They use a range of musical instruments from around the world, although they do not know the names or the country they originate from. They have daily access to a craft trolley and tools such as scissors, pencils and use stencils to draw or freely design a birthday card for a friend. They know their work is valued because their drawings of their home and their families are displayed. Children are patient, remain focussed and take turns with resources such as the two laptops or to use the knives to spread the crumpets. They enjoy making a positive contribution to the routine of the day and to develop future skills for learning. Children learn to respect each other as they self register at the snack table. They socialise and listen to what others say because staff are good role models, speak calmly and discretely ensure each child has time to express themselves. Children cooperate during drama activities based on the story 'Going on a Bear Hunt' and help tidy away equipment. 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

