

# Old Bexley Village Pre-school

Inspection report for early years provision

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<b>Type of setting</b>	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**

Old Bexley Village Pre-School opened in 1996 and is owned by a partnership. It operates from two rooms in the church hall of St. Mary the Virgin in Bexley Village, in the borough of Bexley. This pre-school is well established in the community and serves families from the surrounding residential area. The pre-school is open each weekday from 9.30am to 12.15pm for 38 weeks of the year. The group is registered by Ofsted on the Early Years Register to provide care for a maximum of 30 children aged from two years to under five years, any one time. There are currently 47 children on roll. Children attend for a variety of sessions. The pre-school receives nursery education funding for three and four year olds and supports children with special educational needs and/or disabilities. The joint managers employ a team of eight staff, seven of whom hold an appropriate early years qualification. A minimum of six staff work directly with the children at each session.

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

Overall the quality of the provision is good.

Staff at the pre-school are committed to providing children with a safe, caring and stimulating environment. They use their good knowledge of the children and their families to meet the needs of individual children. Well established partnerships with parents ensure that children settle well and make good progress across all areas of the Early Years Foundation Stage (EYFS). Detailed written policies and procedures underpinning all aspects of the pre-school's practice are shared with parents. The group consistently work to improve outcomes for children through self-evaluation and by attending on going training.

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

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

- involve children in the preparation of fruit and snacks to further extend their active learning
- continue to develop a system for recording self-evaluation and quality improvement processes.

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

Leadership and management of the setting is strong. Children are well safeguarded whilst at the setting because adults caring for them receive on going training and have robust knowledge on child protection issues. Supporting records, policies and procedures are in line with Local Safeguarding Children Board procedures, understood by all and reviewed on a regular basis. Rigorous recruitment procedures ensure that all adults working with children are suitable to

do so and regular risk assessments of the premises and equipment help to identify possible hazards to keep children safe. Good deployment of resources and staff enable children to move freely around the setting and to feel safe and secure. All required record keeping and documentation is in place and is well maintained.

The hall is set out attractively with a wide variety of activities and play resources that cover the six areas of learning and encourage children to be independent and active learners. Staff work well as a team and build up close and secure relationships with children. The group has a commitment to continuous improvement and has recently introduced parent questionnaires to include parents' views about the setting. Staff are encouraged to keep their childcare knowledge up-to-date by attending training with Bexley Early Years. The joint managers have begun to complete Ofsted's self-evaluation form by hand. They also have their own system for monitoring and evaluating practice at the setting, although recording their findings is less effective. Recent improvements include changes to the settling in procedure, the provision of more activities to encourage boys to take part in writing activities and the development of the book and outside areas.

Parents are very positive about the pre-school and know their children are happy and progressing well due to the good levels of information shared with them. A variety of notices, documents, and opportunities to talk to key workers, provide parents with good information about their children's progress and the practice at the setting in general. For example, new parents are provided with a detailed prospectus and are invited to attend a parent meeting to ensure they are made fully aware of the Early Years Foundation Stage (EYFS) curriculum. A parent notice board and regular news letters keep them up-to-date with activities and end of term reports ensure that parents are provided with good information about how children are progressing, across the six areas of their development. Systems are in place to make links with other early years settings and staff work well with other professionals such as the area Special Educational Needs Coordinator (SENCO), speech therapists and the early years advisor.

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

Children make good progress in all areas of their learning and development because staff observe them closely and plan carefully to meet their individual needs. Initial assessments identify children's starting points during their first weeks at the pre-school. Staff carry out observations to support their knowledge of children's needs, interests and skills. The information is used to plan activities and to ensure children are moved on to the next steps in their learning. Children with special educational needs and/or disabilities are welcomed into the setting and are well supported. Clear documentation and procedures are in place to assist staff in ensuring that all children have their needs met and are able to participate in the programme.

A very effective settling in procedure ensures that children settle quickly and feel a sense of belonging in a safe and welcoming environment. Staff relate well to children showing a gentle and caring attitude at all times. Children actively engage

in a broad range of self-chosen activities, promoting their confidence and independence. There is a good balance of child centred and adult led activities which effectively support children across all areas of their learning. Resources are in good condition and are set out by staff to encourage children's interests. For example, the role play area was recently adapted into a garage and car wash, with a variety of writing materials after staff identified that lots of boys liked to play with the small world cars and garage but avoided using the writing area. This had a very positive effect as boys enjoyed practising their early writing skills as they booked in cars for repairs and to be washed. Also after a child showed an interest in some posters that had been laminated, a member of staff set up a spontaneous activity to show children how the laminator changes paper into card.

The communication, language and literature area is well resourced and offers children a variety of opportunities to practise their emergent writing, together with a good selection of books. Children enjoy sitting in the beach tent to look at books on their own and to listen to a story with a member of staff. At group time children are divided into smaller groups to ensure that activities and stories engage their attention. Children are acquiring good keyboard and mouse skills and enjoy using a range of computer programmes for matching, sorting, number, shape and colour recognition. A strong emphasis is put on literacy and numeracy within adult led activities; however, opportunities are missed at snack time to extend children's learning further, as they are not actively involved in cutting up fruit and preparing snacks. Children have good opportunities for developing their creativity and imaginations through various forms of role play, dressing up, musical instruments and small world resources, together with a variety of art and crafts activities. They enjoy exploring with sand and play dough and learning about difference through positive image resources and celebrating various festivals. Planting activities and links with local farms and garden centres provide children with good opportunities to learn about the natural world and their local community. The pre-school has a garden area which is in the process of having some work done to it. Outdoor play is normally planned into the curriculum; however, due to the recent severe weather conditions this has been difficult. To compensate for this, indoor physical play using the slide, climbing frame and wheeled toys has been planned for.

Children are encouraged to adopt healthy lifestyles by following good personal hygiene routines and helping to clear away activities and wash up their own cups and plates. They can choose when they want to have a snack and drink and enjoy helping themselves to healthy snacks of fresh fruit and toast and taking part in activities to learn about healthy eating. The pre-school has good procedures in place to ensure that children's special dietary needs are met. Children are cared for in a clean, well maintained environment. They keep themselves safe because staff regularly remind them how to behave in a safe manner; for example, by telling children to remember not to run indoors. Children are confident, relaxed and enjoy their time at the pre-school as staff recognise their skills and praise their achievements. Children behave well and are learning important social skills such as sharing and taking turns. They are forming good friendships and play harmoniously together, for example, in the role play and small world areas.

## 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	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

<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

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