

Betts Park Pre-School

Inspection report for early years provision

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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

Betts Park Pre-School was re-registered to a limited company in August 2005. The pre-school operates from a pavilion consisting of two playrooms with associated kitchen and toilets in the centre of Betts Park in the London borough of Bromley. Staff currently section off a small area of the park for outdoor play.

The pre-school is registered for 32 children aged two to under eight years and may all be in the early years age group. There are currently 32 children on roll. The pre-school supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The pre-school operates for a variety of sessions each day between Monday and Friday during the school term. The morning session is between 9.15am until 11.45am. An afternoon session starts at 12.30pm until 3pm. Lunch club is between 11.45am and 12.30pm.

There are five qualified members of staff employed at the pre-school working directly with the children, including the provider. One staff member is currently working towards an Early Years Professional Status and another is undertaking a National Vocational Qualification at level 4.

The pre-school receive support from the local authority and the area Special Educational Needs Coordinator.

The pre-school is registered on the Early Years Register and 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.

The provider and her staff team are keen to provide good quality care, learning and developmental opportunities for every child attending the pre-school. All children are keen to attend as they eagerly explore the wide range of stimulating and interesting activities available each session, keeping them busy and occupied. Staff incorporate the individual needs of each child into the daily routine, promoting inclusive practice throughout the group. All staff are fully conversant with the Early Years Foundation Stage requirements and continue to develop their childcare knowledge and skills through additional training opportunities. The ongoing self-evaluation procedures include the views of staff, parents and children, enabling the provider to continually develop the quality of the service provided. Staff have worked hard to complete all previous recommendations, demonstrating a clear ability to develop and improve the provision. They continue to forge good relationships with all parents, enabling them to be involved in their child's care, learning and development.

What steps need to be taken to improve provision further?

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

- continue to develop the outdoor play area, particularly ensuring it is fully secure and offers children regular opportunities to use large apparatus to develop their climbing, jumping and risk taking skills.
- continue to develop the use of observations, identifying next steps for progression, incorporating these more clearly into the planning arrangements to ensure all children are fully included and able to develop and progress appropriately.

The effectiveness of leadership and management of the early years provision

The provider's enthusiastic approach to the continual development of the pre-school ensures all staff work to a good standard at all times, providing a good quality service to all parents and children. All staff fully implement the well written policies and procedures which underpin the daily routine, ensuring the children's safety for the majority of the time. The provider has clear plans for improving the outdoor play space, incorporating secure fencing and large play equipment, in the near future. Rigorous employment checks and safeguarding procedures ensure all staff are suitable to work with children. Students and unvetted staff are always supervised, ensuring the children's safety at all times.

The staff team has undertaken a good self-evaluation of the provision provided, looking at most areas of the group. The provider is heavily involved in Every Child's a Talker training, extending the groups awareness of ways of supporting children with language difficulties. All previous recommendations have been fully completed, developing the quality of provision now available.

Staff undertake detailed risk assessments for all areas of the provision indoors and outdoors. For example, a new main door is in place ensuring better security for staff and children. Staff always check the premises indoors and outdoors prior to children using the areas. They ensure children understand the rules of the group. Well deployed staff provide a high adult to child ratio each day, keeping children safe as they move around the pre-school.

Good systems are in place for supporting children with special educational needs and/or disabilities and English as an additional language. Staff liaise closely with parents and other professionals involved in children's care to ensure continuity of care is maintained. They have developed close relationships with local schools and other professionals delivering the Early Years Foundation Stage curriculum, ensuring information is regularly shared.

The children's welfare and safety is paramount to the staff team. Staff supervise the children well while allowing them ample opportunities to develop their

independence skills. Good arrival and departure procedures ensure staff know which children are on site at any time. All visitors sign in and out and are never left alone with the children. Staff undertake additional headcounts when they move outdoors with the children. Regular cleaning and safety checks ensure all toys, activities and equipment are suitable and safe for children's use. Children enjoy regular opportunities to develop their awareness of other people and the world about them through readily available resources reflecting positive images. For example, a wide variety of books, different ethnic dolls and festivals incorporated into planning.

All staff continue to develop their relationship with the children's parents. Parents are very happy with the care their children receive and find staff warm, welcoming, approachable and helpful. New children settle quickly and parents know their children are very keen to attend. Parents feel they are kept updated about the group on a regular basis; for example, through the regular newsletters and parents notice board. Parents know they can meet with their child's key worker to discuss their ongoing progress and development and enjoy daily informal chats at arrival and departure times. Those who have taken the opportunity to complete the annual questionnaire are pleased with the overall care, learning and developmental opportunities.

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

The hard-working staff team work well together as they embrace newly appointed staff, providing good quality care on a daily basis. Children develop good self-esteem as they proudly show their parents their artwork, which is prominently displayed around the provision. The children have a good understanding of how to keep themselves safe as they help to write the group's rules and have a personal copy, including Makaton signs, to help them remember them. For example, they recognise the importance of being kind to one another and sharing and taking turns with the equipment. The children have developed close relationships with all staff members, enabling them to feel secure as they share any worries or concerns they may have. They all understand the importance of listening carefully to instructions when participating in the emergency evacuation procedures on a regular basis.

All the children are developing a good understanding of the importance of developing a healthy lifestyle. They all enjoy using the snack bar as they independently select their own food and pour their own water. Children staying for lunch bring healthy items in their lunch box and all the children recognise fresh fruit and vegetables make them grow big and strong. Staff continue to develop children's awareness through discussion as children play in the home corner. For example, asking for a vegetable wrap instead of the fast food meal offered. All staff are fully aware of children's personal dietary needs ensuring these are always considered. For example, some children do not eat or touch gelatine and staff offer alternatives when doing jelly activities. Children and staff all follow good hygiene routines helping to prevent the spread of infection in the pre-school. Parents are aware sick children should not attend and all medication administered is fully

recorded as required.

Children enjoy regular opportunities to participate in physical play activities indoors and outdoors. They happily pedal a bike, use a scooter and throw a Frisbee and bean bag to one another. Occasionally, they use the large play apparatus situated in the park as they practise their climbing, jumping and sliding skills.

The team provide good plans covering the six areas of learning equally, incorporating a wide range of different toys, equipment and activities each session. Staff use regular observations and continual planning to provide for the personal needs of each child attending. However, clearer next steps for progression and fuller evaluation of the focus activity plans will help staff use these more effectively. All areas of learning and a good mixture of adult led and free choice activities ensure planning is well balanced. Key workers write interesting reviews sharing them with parents on a regular basis.

The children are making good progress through the early learning goals. Staff group the children appropriately throughout the session, enabling younger children to develop confidence at an early stage in small group time. For example, they are able to share their news without interruptions from older, more confident children. Staff skilfully support the children's ongoing learning, encouraging them to develop good life skills for the future. For example, children are encouraged to put on their own coat and boots to play outdoors and work as a team to put the train track together.

Children are very eager to attend, separating quickly from their parents and settling down to an activity of their choice. Many have made new friends and are eager to play with them on arrival. Staff provide a pictorial plan of the daily activities enabling children to understand what is happening now and what they will be doing next. Children are encouraged to share their news from home helping staff gather a more detailed picture of the child. They are encouraged to borrow a book to share with their parents at home, keeping parents involved in their child's development and progress. The children enjoy listening to a story with a staff member. For example, 'Where's my Teddy'. They all enjoy exploring the sand, water, dough, glue and paint on a regular basis. Children discuss how the paint feels when they have covered their hands and how well it works for printing with the cars. Regular opportunities for number recognition mean most children can count to 10 and beyond and recognise a variety of different shapes. Children know fire fighters might help rescue the train which has fallen off the train track. They enjoy regular opportunities to play games on the computer, competently using the mouse to make their own selection. The children behave very well as they develop their sharing skills. All staff regularly praise and encourage the children's efforts and achievements, developing their self-esteem and confidence.

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

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