

# Owl Pre-School

Inspection report for early years provision

---

**Unique reference number** 127430  
**Inspection date** 15/01/2010  
**Inspector** Vicky Turner

**Setting address** Shears Green Infant School, Packham Road, Northfleet,  
Gravesend, Kent, DA11 7JF  
**Telephone number** 01474 331777  
**Email** owlpreschoolnorthfleet@hotmail.com  
**Type of setting** 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 2009

## 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**

Owl Pre-School opened in 1976. It operates from two rooms, with a kitchen and toilet facilities in a modular building in Shears Green Infant School grounds in Northfleet, Gravesend. The pre-school serves the local area as well as those from further a field. There are currently 56 children from two to five years on roll. A maximum of 25 children can attend the nursery at any one time. This includes 48 funded children. Children attend for a variety of sessions. The setting welcomes children with special educational needs and/or disabilities and those who speak English as an additional language. The group opens weekdays during school term times. Sessions are from 8.45am - 11.45am, Monday to Friday and 12.30pm - 3.30pm Monday to Thursday. There are 12 staff who work with the children. Five members of staff have early years qualifications to National Vocational Qualification at level three and six have National Vocational Qualification at level 2 with one unqualified. Ten members of staff are trained in first aid. The setting receives support from the local authority and other specialists. The setting is registered on the Early Years Register. The setting earned the Kent Quality Mark in 2008.

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

Overall the quality of the provision is outstanding.

Owl Pre-school is an inclusive setting with exemplary safeguarding procedures. Excellent partnerships with external agencies and parents ensure that children receive the support that they need and as a result make exceptionally good progress. The rigorous on-going self-evaluation process at all levels has enabled the setting to build on its strengths and identify priorities for further improvement. The setting's capacity for continuous improvement is outstanding.

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

To further improve the high quality early years provision the registered person should consider:

- further develop resources to support children's skills in information and communication technology for example, digital camera and programmable toys.

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

The well-organised manager leads an effective team of highly motivated staff who share the vision of high quality education and care for all. She is very pro-active in promoting staff development to keep up-to-date with new initiatives. The manager and staff, supported by parents and children continuously evaluate their practice to ensure the provision is of the highest quality. The setting knows its strengths and priorities for improvement have been clearly identified.

Excellent relationships with parents and carers means that key persons gain a good knowledge of children's individual background and circumstances which enables them to plan more effectively to meet their needs. Key persons identify areas of concern and strategies are implemented to support children's individual needs.

Safeguarding practices are exemplary. All staff have Criminal Records Bureau(CRB) checks and are thoroughly vetted to ensure that they are suitable to work with children. All staff undertake child protection and first aid training and understand child protection procedures. Yearly risk assessments and daily opening checks of both inside and outside the premises ensure the children are kept safe. All doors are alarmed and visitors are signed in and out of the building and supervised at all times. Staff take effective measures to promote children's good health and well-being by minimising the risk of infection and the spread of disease.

The setting has established particularly good relationships with many other professionals. Strong liaison with other settings and schools ensures effective sharing of information. Key persons attend transition meetings for children on Early Years School Action and School Action Plus. The setting's work with parents and carers is exceptional. As a charity parent-led committee run community pre-school, parents and friends are fully involved in the running and decision making of the setting. A comprehensive prospectus provides information about the early years provision and information about the new Early Years Foundation Stage. Parents are very well informed through newsletters, the website, the parents' notice board and verbally. Parents receive a 'Welcome Pack' when their children join the pre-school and are invited each term to meet with their child's key person to share information about their child and contribute to the next steps in their child's learning journey. Parents say that the setting is 'always clean, welcoming and inviting', 'It's brilliant' and 'staff work hard to maintain excellent levels of quality in all areas'.

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

The key person system ensures that learning experiences are tailored to meet children's individual needs. This is supported by a recognised assessment system for each child's well-being and involvement in all activities. Key persons make sensitive observations which are recorded in the children's learning journeys and the next steps in the children's learning and development are. The majority of children make particularly good progress in their learning and development and excel in personal, social and emotional development and in language for communication. The setting is part of Gravesham Thrilling Activities Project, which enables children to visit Shorne Country Park. As a result children are becoming more confident, more adventurous and more involved in digging activities, exploring and investigating the outdoors. The Forest scheme means that children have access to the school grounds, the quiet garden and the junior school's pond which are an excellent resource for developing their knowledge and understanding of the world.

The staff are vigilant at all times and are fully aware of their responsibilities

towards the children, so children feel safe. They learn about road safety, stranger danger and how to keep themselves safe through role play, and visits from police officers. The learning environment is secure, and free of hazard. Regular fire drills help children understand how to vacate the building in case of a fire. Parents and children understand about sun safety.

Children are encouraged to make healthy choices at snack time and choose from a variety of fruit and vegetables and have water or milk. They are encouraged to pour their own drinks. Children's dietary and medical needs are considered when planning snacks. Picture prompts by the wash basins, help children develop good hygiene habits of washing their hands before food and after visiting the toilets. The well equipped outdoor play area provides plenty of opportunities for physical activity. They show an awareness of space and as they run around with their lawn mowers or climb up the slide. Visits from the health visitor and the school dental hygienist support children in adopting healthy lifestyles.

Children share a trusting relationship with their adults in a relaxed and caring atmosphere. As a result, show an extremely strong sense of security. They behave particularly well because the adults model positive behaviour and encourage positive reinforcement. Children take immense pride in their work which is displayed around the room, boosting their self-esteem. They share their news and celebrate different cultures. Children fully contribute to the setting. They are involved in decision making during sessions and are involved in planning the next topic. They access resources independently and tidy up.

Adults provide a rich stimulating learning environment for children to play, learn and explore. There are excellent opportunities for free choice and independence thus preparing them very well for the future. There are plenty of opportunities for 'talk' between adults and children and with each other. Children have access to a computer, remote control cars, a CD player and mobile phones. However, there are no programmable toys and children have no access to a camera. A wide range of educational DVDs and computer programmes support and extend children's skills in all areas particularly in phonics, problem-solving and numeracy.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
--	---

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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)

