

Towntree Preschool

Inspection report for early years provision

Unique reference number

EY274180

Inspection date

05/02/2010

Inspector

Gillian Walley

Setting address

Echelford Primary School, Park Road, Ashford, Middlesex,
TW15 1EX

Telephone number

01784 229700

Email

martyn.nicholson2@tiscali.co.uk

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.

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
W: 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).

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.

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

Towntree Pre-school and after-school club opened in 2004. It operates from a purpose built, single storey building within the grounds of Echelford County School in Ashford. There are two activity rooms, toilets, kitchen, office and disabled facilities available. It serves families from the local community and surrounding villages. It is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. A maximum of 26 children are accommodated at any session. There are 70 children aged from two years to five years currently on roll, most of whom receive funding. Children attend for a variety of sessions. The setting makes provision for children with special educational needs and/or disabilities and those who speak English as an additional language. The provision opens five days a week during school term times. Sessions run from 08:30 to 11:30 and 12:00 to 15:00, with the option to stay for lunch or for both sessions. Sessions for the after-school care provision are between 15:15 and 18:00.

There are nine members of staff who work directly with the children in the nursery. All staff have a recognised early years qualification and a current first aid certificate. The after school club has six members of staff, of whom two at each session are qualified, with one currently on a training course. The setting receives support from the Early Years Childcare Service and works closely with the adjoining primary school.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Towntree Pre-school is an outstanding setting. All children make very good progress in their learning and development because the manager and her staff are a strong and very experienced team who reflect on their practice and frequently make changes to improve the provision. The pre-school is inclusive and the staff understand the needs of each child well. They monitor their progress closely so that they can provide the right opportunities for them. The pre-school has an outstanding capacity to improve further.

What steps need to be taken to improve provision further?

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

- develop the outdoor area so that it provides children with more opportunities for independent learning
- provide more opportunities for parents to give feedback about the provision.

The effectiveness of leadership and management of the early years provision

The manager and supervisor provide outstanding leadership. They evaluate their provision constantly and confidently identify changes which will improve it based on their knowledge of their children. Children are always safe and secure because staff are vigilant and concerned for the children's well-being. Doors and gates are kept locked, visitors are asked to sign in and the ratio of adults is high so that the children can be very closely supervised. All staff are vetted appropriately and they undertake regular training in safeguarding the children. The staff carry out daily checks throughout the premises so that possible dangers are identified. All appropriate procedures are followed if a child has an accident or is unwell. All policies and procedures are monitored and updated regularly, and parents can refer to them easily. There have been many improvements since the last inspection, the children now enjoy a far wider range of learning opportunities and experiences, and they have more of a say in what they want to learn about. They all make very good progress because the pre school is inclusive and the staff assess the children's learning very accurately in order to know what steps they need to take next. They use this knowledge to plan exciting activities for them.

The staff are well able to help children who find learning more difficult or who may need extra help, for example in learning to speak English. The manager and her staff liaise with parents frequently and make very good use of external agencies so that they can provide consistent support for the children who need it and give reassurance to their parents. The staff support the children very well as they prepare to move into the primary school so that they settle easily. The manager and her staff work in very close partnership with parents who speak very highly of the preschool. They feel their children are well cared for and treated as individuals, and they make very good progress, especially in their language skills and gaining confidence. They trust the staff to keep their children safe because they are so vigilant, and they are impressed by the high expectations they have of the children. They receive plenty of information about what is going on, and they are also told of other services they may find helpful. Parents know how their children are progressing. They are constantly checking the children's records at all times. They can add their own comments to these, for example about things a child has achieved at home. Parents are also invited in to sessions at the pre school so that they can see how the children learn. Parents feel that the manager values their views but surveys are infrequent.

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

The children make very good progress and love coming to the pre school because the provision is outstanding. When children first start attending they are observed very closely so that the staff get to know them well. Good use is made of information received from parents in order to ensure children settle happily. Staff keep meticulous records about the children and the activities they pursue. This enables the staff to evaluate the quality of the overall provision. The staff make

appropriate changes, for example they noticed that girls were less keen to go outside to play when given the choice, so they moved the dolls outdoors and this encouraged the girls to play outdoors more often. The premises are well-organised for a broad range of activities, the children can spend quiet time in a sensory room and they learn to use computers by playing word and number games on them. They enjoy opportunities for messy play which enables them to investigate different textures, there are role play areas such as a doctor's surgery and hairdressers, and plenty of dressing up clothes, so that the children can develop their imagination and learn specific vocabulary. The children learn to solve problems by completing puzzles they have chances to investigate how objects such as magnets work. Outdoors the children learn in a spacious area with a good range of activities especially for their physical development. However, the area does not provide the children with many opportunities for independent learning such as the letters, words, numbers and shapes which they can see indoors. The children enjoy special events such as Pirates Week and meeting visitors from the community such as police officers, fire fighters and the district nurse. The children begin to understand how different people celebrate festivals, for example at Divali they made diva lights, tasted Indian food and parents came in to talk to them. This all helps prepare them for future life.

The children's behaviour is exemplary, and staff have very high expectations of them and this helps towards the smooth running of the setting. Adults are good role models and they praise the children for making the right choices. The children concentrate on what they are doing and share toys well with one another. The children are very respectful and they relate well to all adults, for example when an adult tells them it is time to go outside the children line up and wait patiently until everyone is ready to walk out safely. The children develop high self-esteem because their paintings and writing are displayed on the walls of the classroom. They are keen to talk to visitors about their learning. They sit beautifully when they are listening to a story and they join in with actions. They learn about the importance of a healthy lifestyle because they enjoy healthy snacks and they have plenty of exercise. They learn about road safety and about how to avoid the risk of infection, for example, by washing their hands before they eat.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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

Outcomes for children in the Early Years Foundation Stage	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

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
--------------------------------------------------------------------------------------------------	-----