

# Leybourne Pre-School

Inspection report for early years provision

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**Inspection date** 26/04/2010  
**Inspector** Susan Jennifer Scott

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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*.

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## **Description of the setting**

Leybourne Pre-School was re-registered in 2009. It operates from the village hall in Leybourne, Kent. Children have access to a secure outdoor environment. The premises are readily accessible.

The pre-school is registered to provide care for up to 30 children in the early years age group at any one time. The pre-school is registered on the Early Years Register. There are 77 children on roll. The pre-school opens five days a week from 9.15am until 12pm Monday to Friday and from 12pm to 3pm, Monday, Tuesday, Wednesday and Friday, term time only. There are nine members of staff who work directly with the children, seven hold appropriate early years qualifications.

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

Overall the quality of the provision is good.

The uniqueness of each child is recognised by staff who provide sensitive support for individuals and their families, supporting all children so that they make good progress in their learning and development. Children feel safe because there are secure systems in place to safeguard their welfare and protect their health. They benefit from the relaxed and welcoming environment and experience good opportunities for outdoor play. Systems in place enable parents to provide information about their children and share their children's records. The stable staff team use information provided by parents and other agencies who are involved in children's care to ensure children's experiences are positive and support their development.

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

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

- strengthen the use of systematic observations and assessments of children's achievements, interests and learning styles in all areas of learning to plan challenging, relevant and motivating play experiences for each child indoors and out, across all areas of learning and development
- support children in using a range of information communication technology for example, cameras, CD players and programmable toys in addition to computers
- ensure accident records are kept securely and form an accurate and reliable record

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

Staff have a secure understanding of safeguarding from their training and have clear written procedures for dealing with these concerns which are currently being updated. They are aware how and when to record information and how to use this to refer any concerns to the appropriate agency. This provides good safeguards for the children, who respond to the caring and sensitive staff by developing their confidence and self esteem successfully. There is information provided for parents on how to raise complaints or concerns although the policy contains an obsolete address but the poster has an up to date contact number displayed. The accident and medication records all record the correct information although the accidents are recorded on loose sheets of paper which is not secure and is not easy to review.

The staff provide children with a very safe and secure environment, carrying out regular risk assessments which minimises identified hazards successfully. However the records of previous risk assessments for outings are not all available, though staff have assessed the safety of all outings. The play resources are all age-appropriate and staff provide more of these whenever children request them. There is evidence of systems to review and evaluate the provision and all staff assist in identifying improvements they can make. Changes are monitored through discussions at staff meetings so that adjustments can be made that benefit the children's experience at the setting. Staff form a stable and harmonious team who work together using complementary skills. Staff have participated in a variety of training opportunities and use the knowledge and experience they gain to bring about improvements for children.

Staff have positive relationships with parents and other agencies which enables them to work together to meet the needs of all individuals, especially those with special educational needs and/or disabilities. Children's contributions are valued and reflected through the positive support staff give to their requests for activities and resources. Staff provide good opportunities to support and share the experiences of children who are keen to share their news and ideas with them. Staff welcome children with English as an additional language, and support them by providing resources that show different scripts or reflect the languages of the children attending.

Information is shared with parents when children first begin at the group and staff use this to establish children's starting points which enables them to accommodate children's individual needs. There is a two way flow of information and staff regularly make parents aware of children's achievements and any concerns they may have. A newsletter informs parents of activities planned as well as suggestions and reminders. Parents receive reports on progress and have opportunities to share the written development records of their child's progress with key staff. However, there is no system to ensure that every parent can easily and regularly access their child's records. Parents spoken to at the inspection expressed their satisfaction with the service they receive and have positive relationships with the staff. Parents have good opportunities to contribute to the activities and to become

involved in helping at the group although the systems for communicating with working parents rely on parents obtaining information from childminders or making opportunities to communicate with staff. Staff extend their welcome to other settings that children attend, such as local schools, who regularly visit in order to share information and make transitions easier for children. Childminders are welcomed into the setting and can discuss the progress their minded children make here.

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

Children enjoy a varied and interesting range of play activities to support their progress towards the early learning goals. Staff record what children do and achieve, and note the next steps in their learning by using their observational assessments. The key staff offer good opportunities for children to progress by identifying activities that can be used to support individual progress during staff meetings. Key staff are mainly responsible for enabling children to reach their next steps as they know their key children well and can identify their learning styles and interests. There is not a clear system which ensures staff record assessments for each child across every area of learning within a given time span. However, all staff successfully support children's spontaneous learning and this builds upon the individual achievements of all the children.

Plans provide for a variety of play and learning experiences using a varied and appealing range of resources, such as games that support children's understanding of numbers. Plans are based upon themes to engage children's interests and include celebrating varied cultures and events in the calendar, such as Easter and Chinese New Year. However, not all plans indicate how children's individual needs have been incorporated into activities and routines. Staff enable children to participate fully and enjoy their play by ensuring activities are developmentally appropriate and accessible to all children, including those with special educational needs and/or disabilities.

Children were very confident and keen to talk to the inspectors, especially as they were introduced to them which reassures them that it is safe to talk to these visitors. Children enjoy their time here as staff recognise their skills and praise their achievements, displaying their work and encouraging their contributions. Children benefit from frequent opportunities to play in the outdoor environment and enjoy local outings when staff ensure they have assessed safety. Staff have emergency information and supplies and they ensure children are carefully supervised at all times. Children benefit from well organised routines to practise emergency evacuations. They develop a good sense of safety and responsibility due to effective organisation of the space and equipment and clear expectations from staff. For example, children wait for others to pass by before moving chairs from one table to another. Children settle very well into their surroundings due to positive and responsive staff who quickly make themselves familiar with children's interests and personalities. Children use a good selection of toys, resources and equipment in a well planned, spacious environment which develops their independent choices in all areas of play and learning.

Children's sense of belonging is enhanced by routines and activities such as, registering with their name cards and use of colour and name cards at snack time. Effective staff support encourages children to think for themselves, make clear choices and become active learners. Children's positive levels of engagement and interest are sustained due to the enthusiasm and good practice of staff, especially during whole group activities. However, children are not able to extend their understanding and use of technology throughout the session as there are limited resources available to promote this area of learning and development. Children demonstrate a strong understanding of numbers and problem solving due to their enjoyable games with numbers, colours and shapes. For instance, the dough cut into triangles reminded one child of a flag whilst another child pondered for several minutes matching colours on a picture board. Good use of resources ensures that themes and topics continuously extend their experiences, such as 'mini beasts,' in creative work, sand play, displays and the science corner.

Children successfully adopt healthy lifestyles due to the good hygiene and healthy eating routines. Children help each other to wash their hands after painting and eating, and remind each other about the effects of sneezing. Staff ensure tissues and paper towels are accessible and remind children about wiping their noses with clear explanations about spreading germs. Children have regular opportunities to drink and eat healthy snack foods and fluids throughout the session. Secure procedures ensure all children have healthy choices of snacks and drinks, according to their dietary requirements. Children take part in daily physical activities both indoors and outdoors, with and without equipment. Staff actively involve children in structured play such as rolling hoops down the hill and challenging children to catch these before they reach the bottom. Children also demonstrate their enthusiasm to help others to enjoy physical activities when older children help others develop their skills on the stepper bike.

Caring, very supportive staff develop children's independence and confidence in play, allowing them to explore further play situations and request further resources. Staff direct and use good open ended questions to extend children's thinking and engagement without leading their play. Staff's subtle observations of children's play allow them to experience and extend new situation such as solitary play. Children's behaviour is very good and they play harmoniously together, developing caring attitudes towards each other and the staff. They learn to negotiate, share and to respect each other, especially in role play situations. They receive plentiful praise for positive behaviour and clear explanations from staff when support is required. Children demonstrate a good understanding of diversity through their independent use of resources reflecting ethnicity, language and disability. Children with special educational needs and/or disabilities, have effective plans in place for their transition to other provisions such as school. Staff liaise carefully with other provisions and professionals to ensure that children's ongoing needs understood.

## 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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