

Lindens Pre-School Group

Inspection report for early years provision

Unique reference number

113578

Inspection date

25/06/2010

Inspector

Kerry Iden

Setting address

39 Highdown Avenue, Worthing, West Sussex, BN13 1QL

Telephone number

01903 268919 or 07899 922063

Email

toveyw@aol.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.

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 2010

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

Lindens Pre-School Group opened in 1979. It operates from a freestanding building and an additional area on the ground floor of the proprietor's home. Children have access to the secure garden for outside play. Lindens Pre-School group serves Worthing and the surrounding area.

The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children under eight may attend the setting at any one time. There are currently 58 children on roll, of whom 43 are in receipt of educational funding. Children attend a variety of sessions.

The group opens five days a week, for 34 weeks through the year within the school term times. Sessions are between 9am and 3.30pm on most days. The provision employs 10 members of staff who work directly with the children. Of these, seven hold suitable childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The pre-school offers the children and their families a safe and secure, stimulating but homely environment. The setting is very well organised by the provider and manager and all staff are motivated and enthusiastic about their work. Highly effective partnerships between providers, parents and other agencies ensure individual children's needs are fully met. This is complemented by the staff's secure knowledge of children's individual progression towards the early learning goals. With clear systems for staff, children and parents to contribute their ideas in evaluating the pre-school the setting are well targeted to bring about continuous improvement.

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 developing the plans for the children's development records to make them more systematic to show children's progress in their areas of learning.

The effectiveness of leadership and management of the early years provision

Children are safe and secure and protected from harm within the setting. There is a comprehensive awareness of safeguarding amongst the adults at all levels, all of whom receive regular training on safeguarding. All staff are familiar with the procedures they must follow if they have any concerns about a child's well-being.

The systems for recruitment and vetting are robust and ongoing checks completed periodically ensure the continued suitability of all staff working directly with the children. The pre-school works collaboratively with the parents to continue to ensure children's safety. Gates are only unlocked during dropping off and collection times and security and supervision of the children around this time is very high. Children's safety is paramount to the staff and the robust systems for assessing risks throughout the pre-school are comprehensive. Detailed risk assessments are made on all areas of the nursery, resources and equipment and reviewed regularly. These are supported by additional systems such as accident reviews and fire drills practised with the children. Through activities and spontaneous events children are encouraged to take risks in a safe and supervised environment.

The provider and manager are successful in inspiring the staff as they work effectively together as a team. Individual appraisals enable the staff to identify what they do well and how they want to continue in their development. Self-evaluation and the commitment to drive improvement throughout the pre-school are reviewed at all levels as staff are encouraged to critically evaluate what they do. Parents comment on how they find all staff very approachable and feel able to add their ideas and suggestions in an informal manner. Morale is high, staff show passion and are enthusiastic about their work. They evaluate the surroundings and the success of activities to ensure continually high outcomes for children.

The pre-school offers children a home from home experience; as they play in the garden, they chat to the rabbit or stroke the cat as he wanders past. They show they have a real ownership of the setting, they know where things belong and the routine of the day. The excellent deployment of staff throughout the sessions allows staff to really focus on activities they are doing, sometimes on a one to one basis. As a result, outcomes in children's achievements are consistently good and some are exceptionally high. The accommodation allows for different types of activities to take place in different areas. The garden is also used extremely well as an extension of the indoor learning environment to continually offer children spaces to play which are all conducive to their learning. Through initial and ongoing discussions with parents, staff have a strong awareness of the individual needs of each child. There are excellent systems in place to support children with special educational needs. Key persons work closely with outside agencies and in conjunction with the parents to ensure an holistic approach to the development of children on an individual level. The setting works hard to narrow the achievement gap by ensuring appropriate support for all children, therefore, the outcomes for children and their experiences are positive.

The setting is highly committed to working in partnership with not only the parents and carers but also many outside agencies to fully promote the well-being of all children. There are effective channels for communication between parents, other settings delivering the Early Years Foundation Stage and the key person for their child. High staffing ratios allow staff to discuss with parents any concerns at any time they wish. Alternatively parents are invited to attend the parents' evening where they can share their child's development and gain an understanding of the types of activities that promote each of the areas of learning. Parents are also kept fully informed of activities, topics and events that are taking place within the setting through the detailed information given to them. This is complemented with

the opportunity to be involved within the setting as they assist through a parent rota. Additionally, parents can become involved in 'The friends of the pre-school' as they help with fundraising events. Through these many opportunities parents are fully encouraged to take an active role in their child's time within the setting.

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

Children are developing incredibly well and making significant gains in all areas of learning. This is mainly due to the quality of teaching going on throughout the pre-school by every member of staff. The staff have an excellent knowledge and understanding of the achievements being made by individual children and how they are helping them make continued progress in all the areas of learning. Staff know what children like and use this knowledge to help children develop in all areas of learning. For example, as a group of children particularly liked playing with the cars, staff organise a car washing activity where children are encouraged to write their name on the list to have a go at washing the cars. This encouraged a group of children in their mark making who wouldn't normally access this area of the pre-school as they played with resources they loved. All the staff are secure in their knowledge of the Early Years Foundation Stage; they offer children challenge and the excellent use of open ended questions challenges children's thinking. The learning journals for each child support the staff's knowledge of the progress each child is making; these are currently under development to become more systematic. The children display their enjoyment within the setting. They are confident, settle well and develop excellent relationships at every level with adults and their peers. They display extremely high levels of confidence as they move around the pre-school with a sense of ownership. They know where everything goes and the routine so well that most have high levels of self-esteem. All children are valued and listened to by staff who encourage the children to listen to each other and to respect each other's opinions allowing them all to enjoy their time in the setting.

All children enter the pre-school and separate from their parents and carers with ease showing how confident and secure they feel in the setting. They use a range of tools and equipment within the pre-school and know how to handle these in order to keep themselves safe. As children prepare a fruit picnic as part of their Paddington Bear activities, children tell the staff about how to use the knives safely. Staff reinforce the children's knowledge with consistent messages about the safe use of knives. Children display their knowledge of other aspects of safety. For example, they share their concerns with staff about the teddies from the picnic not having their sun cream on after staff reapply the children's. Similarly children are observed reminding each other of safety rules such as when using the tall slide in the garden. Children show an exceptional awareness of the importance of following good hygiene routines. Through activities, such as the fruit preparation, children discuss with staff good hygiene practices. They inform her that they must wash their hands after going to the toilet to wash away the germs. As the children wipe their hands with disposable wipes the staff member is extremely thorough in developing the children's knowledge as they look between the fingers for the germs that might 'pop up later if they are not wiped away.' Children enjoy their

fruit at snack time prepared by the children in addition to what they have bought in from home. Children can access water throughout the day as they learn the importance of staying hydrated during a hot day. Lunch time is a sociable occasion where children sit in the shade of the gazebo and enjoy their food in the garden. Children's independence is fully encouraged by staff although they are on hand to assist when needed. They enjoy the opportunity for lots of outdoor play and fresh air and many choose to play outside. Resources in the garden complement the indoor learning environment. In addition, children learn new skills as they become involved in bat and ball games and develop their climbing skills on the climbing frame and slide. Activities are organised within the garden using natural resources as children look for mini beasts and become involved in planting activities.

All children are developing well and some exceptionally well in their communication, language and literacy skills. Children are continually encouraged in their mark making, developing it into emergent writing. Access to resources to promote this is always available to the children but staff use innovative ways to encourage this through other activities. During group story times, children understand the structure of a story and the staff member introduces the story with details about the author of the book. Story time is interactive for the children as they listen intently awaiting a question by the staff member about their experiences related to the events in the story.

Brief, whole group times are used through the day as a period of coming together to share information and to reflect on events of the day. Children are enthusiastic about sharing information at this time and excited to be the one to answer staff's questions. During this time staff continue to develop children's understanding of number as they discuss the date and add on one more, talk about numbers of children and who is missing as they wish each other good morning. Visual displays of numbers are used encouraging children to recognise numbers and the order in which they go. Some children show an exceptional understanding of numbers and mathematical concepts, staff challenge this effectively through activities and spontaneous events. Children's sense of time is excellent, children know the routine of the day very well and understand what is happening next, this also enables them to feel secure. Staff develop this through the use of sand timers to give children a visual indicator when play is nearing closure. All children within the setting show an extremely strong sense of belonging and are clearly very fond of the staff within the setting. Older children are preparing well for moving on to school. Children embrace the responsibilities given to them as they are chosen to be the monitor and assist with issuing lunch boxes. The management of behaviour is discussed between staff to ensure consistency, however, children behave exceptionally well throughout the day. This is because they are truly immersed in their choices about their play and receive quality interaction from the staff. Children work exceptionally well independently and with their peers showing excellent cooperation skills. All children are listened to and valued by the staff enabling them all to make a positive contribution within the group.

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