

Tweenies Pre-school

Inspection report for early years provision

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Inspector Sarah Morfett

Setting address Roberts Hall, Broadway, Bexleyheath, Kent, DA6 7BT

Telephone number 07813 756 536

Email

Type of setting Childcare on non-domestic premises

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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

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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

Tweenies Pre-school has been operating since 1987. The present owner has been running the group since 1998. The pre-school is located in Roberts Hall, which is situated to the rear of Christ Church in the Broadway, Bexleyheath. They have use of the main hall and a recently developed outside area which is safe and secure. The pre-school is well established and serves the local community.

The pre-school is open Monday to Friday between the hours of 9.30 am and 12.00 noon and on Mondays and Wednesdays from 12.30 pm until 3.00 pm, during school term times. They are registered on the early years register only.

The pre-school is registered to care for 30 children in the early years age group, eight of whom may be under three. There are currently 54 children in the early years age group on roll. This includes 40 children who receive nursery education funding. The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are nine members of staff who work with the children, of whom, eight hold an appropriate childcare qualification and over half are qualified to level three.

The setting receives support from an advisory teacher from the Local Authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school effectively meet the unique needs of the children well. They promote children's learning and development through a broad range of activities which are based on the Early Years Foundation Stage. The partnerships between the pre-school, parents and other agencies are well established and help to ensure that the care and learning needs of the children are being met. The pre-school's capacity for maintaining ongoing improvement is good and they are realistic in identifying their strengths and areas for development.

What steps need to be taken to improve provision further?

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

- ensure that the risk assessment covers anything with which a child may come into contact
- continue to plan and resource a challenging environment which supports and extends specific areas of children's learning.

The effectiveness of leadership and management of the early years provision

Children's safety and welfare is promoted through a well developed range of policies and procedures. Staff have a good understanding of the local safeguarding procedures and are confident about what they do should they have a concern about a child in their care. The safeguarding policy is informative and includes a clear procedure should an allegation be made against a member of staff. This is shared with parents to keep them informed of the steps taken to protect their children. The manager follows secure recruitment and vetting procedures, this means that all staff are suitable to work with the children. For example, they are all cleared through the Criminal Records Bureau. Daily checks of the environment are carried out to ensure it is safe for children to play, however, the written risk assessment that underpins these checks does not fully cover all aspects that the children may come into contact with, therefore, potential hazards may be missed.

The manager encourages all staff to participate in promoting ongoing improvement. They are all included in the local authority evaluation modules and have all worked together to address the recommendations set at their last inspection. They have a clear vision for the future of the pre-school and work together to set realistic and achievable targets through their self-evaluation process. The pre-school deploys resources effectively. Furniture, equipment and toys are of good quality and suitable for the ages of children to support their learning and development. They ensure that children can move around freely and make choices about what they play with. Staff receive good support from the manager and are able to access training to develop their knowledge and understanding of current childcare practices.

The pre-school promotes an inclusive environment. Equality and diversity is suitably incorporated throughout the session. For example, within resources that reflect diversity, through activities which are adapted to suit the individual needs of the children and by staff who promote positive images of people's differences. Children with special educational needs and/or disabilities as well as children with English as an additional language are supported through appropriate links made with other agencies such as the local area Special Educational Needs Officers and Speech and Language therapists.

Parents say that they are very happy with the care their children receive at the pre-school; they feel happy with the feedback they receive and are able to see the progress the children are making. Staff share records of children's progress with parents and make appointments with them to discuss these records in more detail. The pre-school's planning is displayed for parents to see and they are provided with an explanation of the Early Years Foundation Stage and the outcomes for children. This ensures that parents are included in children's learning and development.

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

Children arrive eagerly and are greeted warmly by the staff. They develop good relationships with their key person who knows their individual needs well. Children play well together and because they receive lots of praise and encouragement from staff they are becoming confident learners. The environment is set out with a good range of toys and resources which challenges children and provides them with opportunities to investigate and explore. Staff are mostly aware of children's different learning styles and occasionally adapt activities to suit their needs, for example by providing paint brushes and water for mark making in the outside area. However, this is not consistent, therefore, not fully extending specific areas of children's learning. Staff use a variety of effective teaching methods throughout the session. For example, the use of open questions such as, asking 'how' 'why' and 'where' makes children think as they play and helps them make good progress.

Children develop good communication skills because staff spend time throughout the session talking to them and interacting with their games. The book corner is inviting and they enjoy listening to stories read to them by the staff. They join in with familiar stories pointing out what happens next and making connections to their own experiences. Children use scales within the activities for example, a shop is set up in the outside area and children take the scales and spontaneously weigh the dinosaurs. Staff make suggestions such as, finding another dinosaur to 'balance' the scales which makes children think about 'heavy' and 'light' and extends their learning well. They begin to experiment and learn how things work as they use programmable toys and resources. They express themselves freely through a varied range of materials such as, play dough, paint and natural resources like pasta for collage work, therefore, they develop small motor skills well.

There is a well developed observational assessment system in place to chart children's progress. Staff make regular observations which are clearly linked to the expectations of the early learning goals and shows where children's strengths and areas for improvement are. This information is used to plan ahead for each child's individual needs. Activities have clear learning intentions and are evaluated to assess whether they have been successful. Children make good progress in relation to their capabilities.

Children learn how to stay safe as they practise fire evacuation regularly to become familiar with the routines. Staff reinforce safety rules such as, not running inside and remind them to be careful when using large physical equipment. They learn about healthy lifestyles including good hygiene procedures as they use hand sanitizer before they have their snack and independently use tissues to wipe their noses when they recognise the need. This means that they begin to learn life-long health practices which prevent the spread of infection.

Children learn about sustainability as they recycle their plastic cups after snack time. Staff explain to them why it is good to do this, therefore, they begin to

respect their environment. They learn about the world around them as they enjoy taking part in festivals from other cultures. For example, taking part in celebrations for Chinese New Year, Diwali, Easter and Christmas means they become familiar with different customs and cultures. Through the varied range of activities and with positive staff interaction children develop good skills for the future.

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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