

# Staple Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	127634
<b>Inspection date</b>	15/06/2010
<b>Inspector</b>	Karen Scott

<b>Setting address</b>	The Village Hall, Mill Road, Staple, Canterbury, Kent, CT3 1LB
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<b>Telephone number</b>	07816 841429
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**Email**

<b>Type of setting</b>	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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://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*.

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**

Staple Pre-School is committee run and opened in 1998. It operates from two rooms in Staple Village Hall, near Canterbury. Children have access to an outside area. It is open each weekday from 9.15am to 12 noon, term time only. A lunch club operates from 12 noon to 12.45pm on Mondays, Tuesdays and Thursdays.

The pre-school is registered on the Early Years Register. A maximum of 24 children may attend the pre-school at any one time. The pre-school is also registered on the compulsory and voluntary parts of the Childcare Register. There are currently 31 children aged from two to under five years on roll, some in part-time places. The pre-school have experience of supporting children with special needs and children for whom English is an additional language.

There are seven members of staff, six of whom hold appropriate early years qualifications to at least National Vocational Level 2. One member of staff is undertaking further training. The setting provides funded early education for three and four-year-olds. The pre-school receives support from the local authority.

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

Overall the quality of the provision is good.

Children play in a warm and welcoming environment at activities that meet their individual and group interests and therefore aid good development through the Early Years Foundation Stage. They are supported by staff that interact and expand on their knowledge as well as valuing continuous interaction and contribution from parents and carers. Consequently, children are confident and enthusiastic members of the pre-school, making good progress. All involved with the setting, staff, parents and children, evaluate and suggestions for improvements are acted on, resulting in outcomes for children continuously improving.

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

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

- inform parents and carers about what can be stored safely in packed lunches, suggesting how to keep perishables fresh
- put procedures in place to work alongside other settings delivering the Early Years Foundation Stage to ensure that all children attending more than one setting benefit from united working.

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

All staff at the pre-school have been involved in evaluating their setting, looking at ways in which they can improve outcomes for children, resulting in a realistic look

at the pre-school. Parents and carers opinions are valued too and suggestions for improvement acted on. For example, some parents feel that before a child starts at the group a visit at home from the child's key person would be a good idea and this is something that the setting plans to do, as well as giving families photographs of the key person so they can discuss, helping to ease transition. Recommendations made at the last inspection have been tackled effectively. The group continuously assess changes made and whether they work. For example, children sit together for snacks to encourage social skills. However, when new children start, this will be evaluated to ensure that outcomes for children are good and adapted to meet the needs of those children. The local authority supports the setting to make improvements. Children play in a safe, secure and clean environment. Toys and resources have to be cleared from the hall each day so when staff set up each morning they think about children's interests and what they are enjoying playing with, therefore extending their learning. Toys and resources are arranged attractively around the room and children make choices about what they play with supported by caring staff who take a keen interest in what children are doing, supporting their development. Staff are enthusiastic and keen to improve on their knowledge, participating in a range of training opportunities and liaising with other settings, sharing good practice.

Clear policies and procedures help to promote the welfare of children and safeguard them from harm. Staff are aware of their roles in the protection of children and what to do should they have any concerns. Thorough steps are taken to ensure that children are safe indoors and outdoors and adults help children to keep themselves safe. Regular fire drills are practised to help ease alarm should they need to vacate the building in an emergency. Parents and carers are encouraged to send healthy and nutritious lunches and they do so. However, they are not refrigerated and not all contain ice packs but they do contain perishable foods. Equality and diversity within society is valued and children explore differences with support from staff. For example, a range of newly purchased dolls from different ethnicities has evoked much discussion. Children learn about other cultures through practical activities such as food tasting. Their differences are valued and there is a range of interesting books available to support children and their families. Children for whom English is an additional language are supported as staff work closely with parents, learning important words to enable understanding and communication.

When children attend other settings delivering the Early Years Foundation Stage the pre-school strives to work closely with them, sharing Learning Journeys, in order to work together to meet children's individual needs and promote their development. However, not always knowing that children do this means that some children are missing the benefit of united working. The pre-school works closely with the local school, inviting the teacher to visit children before they start formal education. Parents and carers are welcomed warmly into the setting and are able to settle their children according to their individual needs. Children are able to show their parents things of interest and there is opportunity for shared discussion between key person and parent. The pre-school values parents and carers and feels that it is extremely important to work with them as this has a positive effect on children's development. There is much information for parents to read and they are invited to participate in activities such as family outings, picnics and fund

raising events. Children's Learning Journeys are shared regularly with parents who are encouraged to add their own input which they do so regularly, working together to promote children's learning and celebrate achievements. The Learning Journeys are filled with photographs of children playing and parents feel that they are a wonderful reminder of time at pre-school and very valuable to them. Before children start, parents and carers supply much information, enabling the group to meet individual needs and plan suitable opportunities for children. Overall, parents and carers are extremely happy with the care and learning opportunities that their children receive in a happy and caring environment where they feel valued.

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

Children arrive happily at the setting greeting their peers and the adults warmly, having formed strong relationships. Staff help children to stay safe through practical activities such as practising road safety through role play. Visits from fire fighters and police help to reinforce safety messages. Children discuss rules such as running outdoors only and show good awareness of their individual safety. Children show exceptional understanding of the importance of following good hygiene practices, healthy eating and healthy living. Children eat a range of healthy snacks and are encouraged to taste new foods and express their opinions of them. As a group they discuss what foods are good for them and enjoy making chunky vegetable soup in the winter. Children play outside daily, whatever the weather, where there are a range of resources to develop their gross motor skills. They understand the effect exercise has on their bodies, saying that it helps them to have healthy hearts, and request drinks after physical exercise. They discuss why they wear sun lotion and hats when playing in the sunshine. Children share resources and play cooperatively. They are supported in this as the setting uses a Persona doll to great effect to help children understand differences and be tolerant towards one another. Children are encouraged to bring items from home that are relevant to the current theme and discuss with their peers. For example, a child brings a toy chainsaw to show his friends and tells them how his daddy uses a real one at work. Children show interest in what he is saying. Older children are given the responsibility of encouraging new and younger children to participate in nursery life and respond positively to this challenge, saying that they like doing this. Children enjoy looking at photographs of themselves participating in a range of activities. These are displayed at their eye level and are looked at frequently, prompting lots of discussion.

The ethos of the pre-school is that children learn through play and children do so at a variety of activities and resources that promote all areas of development. They make choices about what they play with from resources that reflect their interests and aid their development in specific areas. The group follow themes and adult led activities tend to be based around these. Children are willing participators in activities that are adult and child led. They self-register when they arrive and learn phonics, thinking about the sounds that words of importance to them make. Children listen enthusiastically to stories. Staff introduce mathematical concepts such as heavy, light, more and less into play and children count as part of the routine. Nature hunts are enjoyed and children learn about caring for animals

when the vet visits, modelling what they have learnt through role play. Children are developing strong skills for the future. They are competent users of the computer and are encouraged to recycle by bringing in items for junk modelling, thereby using them again and through making visits to the recycling containers across the road from the group. Children enjoy creating and a range of easily accessible resources allows them to make individual pictures which they concentrate at for long periods of time. Staff support children's learning through regular observation, which they use to assess children's stages of development, think about where they need further support and plan for this accordingly. The manager monitors children's progression through the developmental stepping stones and children are making good progress. Although the routine of the day is quite structured, free play and children's choice is at the heart of it and children are able to complete unfinished tasks such as drawings before having snacks, for example. Overall, children benefit from a range of adult and child directed play in an environment that meets their individual and group needs.

## 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	1
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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## **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