

# Pierremont Park Pre-School

Inspection report for early years provision

---

**Unique reference number**

EY312768

**Inspection date**

17/06/2010

**Inspector**

Linda Patricia Coccia

**Setting address**

Park Hall, Pierremont Gardens, Broadstairs, Kent, CT10 1JX

**Telephone number**

07962271528

**Email**

**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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://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**

Pierremont Park Pre-school opened in 2005. It operates from a hall situated in Pierremont Park, Broadstairs, Kent. There are separate kitchen and toilet facilities. Children have access to a small secure outdoor play area. There are no restrictions to access the building. It serves families from the local community and surrounding area.

The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to look after a maximum of 30 children. There are currently 64 children who fall within the early years age range on roll. Children attend for a variety of sessions.

The group opens five days a week, from 08.45am until 3.45pm for approx 38 weeks of the year, term time only.

The setting currently supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are eight members of staff who work with the children. Of these, seven members of staff hold a recognised early years qualification to NVQ level 3. The manager is currently attending an Early Years Foundation Degree course.

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

Overall the quality of the provision is outstanding.

The provision is highly effective in meeting children's needs because they use efficient processes to ensure they know the children and their families very well. This means that each individual child is fully catered for. The provider has acted upon the recommendations made at her last inspection. She has also instigated many more changes. For example, the reflective practice of adult led activities to ensure children are fully included and involved. This shows that she is able to maintain continuous improvement in an exemplary manner.

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

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

- continue to develop the culture of reflective practice to identify priorities for development within the various play areas that will continue to improve the quality of provision for all children

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

This provision is led and managed extremely well by the owner and her manager. The owner has clear aims for the running of the group which all relate to the

children who attend and their families. All of the written policies and procedures are well thought out and fully relate to the themes and commitments of the Early Years Foundation Stage. Each policy is signed by all staff to indicate that they have read them and understand any changes that have been made during regular reviews. For example, the provider has recently attended a recruitment workshop which has enabled her to upgrade all staffing policies and procedures to be more rigorous and robust. This ensures that children are looked after staff who are eminently suitable to do so. Staffing policies are part of the provider's outstanding safeguarding children routines. Others include checking staff Criminal Record Bureau checks regularly, ensuring staff attend safeguarding training every three years and ensuring only people who are suitable may collect children at the end of the session. Excellent risk assessments of the building, the toys and the outside areas ensure children's safety too. The safe use of toys and equipment is promoted with the children. This ensures that not only do they protect themselves from accidents but also their friends and peers. Children regularly practise the provision's excellent emergency evacuation procedures and can explain why they leave the building. Children personal records are well maintained and up-to-date. Accident and medication records are also scrupulously kept. Children are safeguarded.

The provider is fully committed to the children in her care. This means that she drives improvement throughout the provision by constantly reviewing all aspects of their care and well being. However, the individual play areas are only reviewed occasionally. She takes into account the views of the staff, parents and the children in order to ensure only the best is being offered. The regular self evaluation and subsequent planning which takes place shows that she has listened to the views of others including the views of the Early Years Advisory Teacher who regularly visits the provision. The provider considers her main resource to be her highly dedicated, qualified staff team. All staff take part in regular staff meetings and participate in team building exercises. As key workers they have responsibility for ensuring parents understand how their children are being cared for and what their children are learning. Each key worker understands their role in caring for the children and ensuring children are happy and feel secure in the setting. Children receive excellent support. The hall is arranged to give the children maximum access to the toys available. The children self select their own activities and use them extremely well. For example, children regularly take their babies from the home corner to visit the comfy book corner which they refer to as the library. This shows they are re-enacting their own visits to the local library with staff.

The provider is excellent in promoting equality and diversity with the children. The owner and a number of staff are from different countries and regularly use different languages as part of the everyday sessions. Many of the children are also from different backgrounds and cultures and their needs with language are fully addressed. For example, staff use pictures to indicate to children what comes next in the session routines. Many staff have knowledge of signing words to children who may have hearing difficulties. Children with special educational needs and/or disabilities are fully supported by the group's special educational needs co-ordinator who liaises fully with other agencies in order to understand the care each individual child needs. The group have forged some excellent links with other providers, local schools and the local children's centre. The manager goes beyond

this as she regularly meets with other provision managers and specialist care organisations. The greatest partnership the provision has made is with parents. The parent comments book teems with messages and thanks for excellent work done with children. Those parents interviewed could not praise the group highly enough. They indicate that their children are thriving and are being offered opportunities that, as parents, they are not able to provide themselves. Parents also love the family atmosphere in the provision. As one parent stated 'it is not a chore to bring my child to this group. I am as eager to get here as my children are'.

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

Children and their families are welcomed onto the premises by staff who know them very well. Children are eager to learn and immediately head towards their favourite activities which they can access for themselves. This shows that they feel secure in the setting. Children are proficient at using the computer and can operate the programmes by means of a push button or the mouse whichever they prefer. Occasionally the younger children receive help with a new programme but overall they can operate the games themselves. By using other equipment such as magnifying glasses and play mobile phones they gain a very good knowledge and understanding of the world. Children also have access to remote headphones which they can select stories from. These encourage their listening skills and can be used whilst playing with other toys. This means that children learn to multi task. The children love to sit and interact with staff at group times. They enjoy the stories and get involved in the telling. Children also use the comfy book corner very well, reading stories to themselves and their friends. There are books in a variety of languages which many of the staff are able to read to the children. Children understand that there are different languages as staff are able to translate their favourite stories. This also aids those children who speak English as an additional language. Children also instigate their own games, such as, circle singing games. This shows that children are able to maintain a high level of co-operation as they decide who will be 'It' or who will be the farmer for 'Farmer in the den'. The majority of the children show confident attitudes as they use the toys and activities very well. In the physical area the children use a small slide, construction toys and swing ropes which enable them to safely hang upside down if they want to. Children learn to use this area safely. For example, they sit quietly at the side of the safety mats to take turns on the ropes and applaud each others achievements. They are keen to give and receive the praise of their peers. Children also show confidence in talking to visitors of whom they ask searching questions. Children are also highly proficient in their numeracy skills. They are constantly challenged by staff to think about numbers and shapes, consider how best to use materials and use their reasoning skills for deciding on activities and outings. Examples of their creative work is displayed around the nursery. They use a multitude of craft mediums from tissue paper to pasta shapes and shaving foam.

Staff are excellent in settling children into the group. They spend time with the children and their parents prior to children starting. Where necessary they offer home visits to families to further aid the getting to know you process. Key workers

use the information gathered to formulate initial assessments of each child's ability and stage of development. Further observation and assessment are used to inform the activity planning with children's interests taken fully into account. Planning clearly shows the targeted children to staff whilst maintaining children's confidentiality. Key workers work closely with their children on the planned activities although all staff may carry out observations particularly where an adult led activity is involved. Children have an enjoyable and interesting time during each session, and their records clearly show they are making excellent progress towards the early learning goals and are developing skills for the future.

Children have an excellent understanding of healthy eating and how their bodies work. They are involved in selecting the foods for snack time from the selection available and can happily explain why fruit and vegetables are good for them. They spread their own butter on their crackers and pour their own drinks. Drinking water is readily available throughout the whole day. Children are fully involved in food activities which fosters their creative skills as well as their numeracy skills. For example, they measure out their own ingredients for making bread or select their own toppings for pizza's which they eat at snack times. The children understand that they need hats and sun creams when playing outside in the sun. They can explain why they need to drink lots of water. Children are extremely proficient in self care. They play well together and show care and concern for each other. For example, older children help the younger ones during activities. Staff have a variety of behaviour management strategies available to control children's behaviour. However, these are rarely used because the children have a very good understanding of the rules for behaviour and therefore are able to regulate themselves.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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](http://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
--	-----