



## **Belgrave Pre School**

Inspection report for early years provision

<b>Unique Reference Number</b>	127011
<b>Inspection date</b>	14 June 2006
<b>Inspector</b>	Margaret, Ann Sandfield
<b>Setting Address</b>	Clarendon & Westbury Community Centre, Belgrave Road, Dover, Kent, CT17 9QY
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<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Belgrave Pre-School is a privately owned pre-school. It opened in 1986 and operates from three rooms of the Clarendon and Westbury Community Centre, in Dover, Kent. A maximum of 45 children may attend the pre-school at any one time. The nursery is open from 08:50 to 16:00 four days a week and from 08:50 to 13:00 on Wednesday. The Summer Club runs for three weeks in the school summer holidays from 09:00 to 13:00. All children share access to a secure enclosed outdoor play area.

There are currently 75 children aged from two to under five years on roll. Of these, 47 children receive funding for early education. Children come from a wide catchment area. The nursery currently supports a number of children with learning difficulties.

The pre-school employs 12 members of staff. Of these, seven hold appropriate early years qualification and one is working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children enjoy a wide range of activities which contribute to their good health. Each day children are offered a wide variety of physical activities indoors and outdoors. The outdoor area is used as an extension of indoor activities, weather permitting. Children have access to plenty of fresh air to support their wellbeing. Children's skin is protected as children wear hats and staff regularly apply sun cream, making a note of the time it was applied. They are partially protected from exposure to strong sunlight by the use of a Gazebo and when toys and activities are positioned in the shade of the building. As a result, they are developing control of their bodies and learn about how exercise has a positive effect on their health and how to stay healthy.

Children learn the importance of good hygiene and personal care, with supervised hand washing after using the toilet and again before snack time, which supports their good health. Younger children under three-years-old and less able children are kept healthy as staff follow good routines when nappy changing, for example, wiping down mats after use. These routines help reduce the risk of cross-contamination and help children remain healthy. However, the floor in the disabled toilet, where children are changed, is not clean and does not support children's good health.

Children are given very positive messages on how to maintain their good health, for example, the wearing of sun hats, taking lots of drinks of water in warm weather and the eating of plenty of healthy foods. They have regular breaks timetabled into the routine and have opportunities for regular drinks of water from the cups and jug of water provided on a low level table, both indoors and outdoors. These routines prevent children from becoming thirsty. Snacks are healthy, for example, fruit, crudities and dried fruit. Snacks and additional drinks are provided in accordance with children's dietary needs and parents' wishes. These routines support children's good health. However, first aid procedures do not mention the wearing of protective gloves and a spillage of bodily fluids was wiped from a chair without the protection of disposable gloves. This does not protect children from the spread of infections.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a spacious church hall and two smaller adjacent rooms, which are kept at a suitable temperature. There are high ceilings, with both

fluorescent tube lighting and natural light and ventilation. The natural light however, is hindered from entering the hall, due to the style of the drapes covering much of the windows. The outdoor play area is secure and there is a large hard surface area for children to play on.

Staff complete written risk assessments before each session, which means children are able to move around independently between the outdoor and indoor areas. Children self-select activities from a wide range of equipment and resources, which meet safety standards. The staff monitor and supervise children sufficiently to help prevent any incidents or accidents. They give them positive messages about the settings' rules and why, for example, no running. The staff follow clear procedures to keep children safe when they are collected and dropped off, as well as throughout their time at the setting. They have a clear lost child procedure, but it does not include reference to informing Ofsted of any incident. Neither have they practiced the procedures to evaluate how effective they are. However, the setting provide children with a safe environment in which to relax and play freely, confidently and safely.

The provider has, in the main, all the required procedures and documents in place to ensure children's welfare is being promoted. Accident reports include relevant information. They are shared with parents. Most staff employed to work with children hold a current first aid certificate. Staff have a good understanding of child protection procedures and who to contact if they have any child protection concerns. As a result, children's welfare is being adequately safeguarded.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are settled and confident. They are happy, enthusiastic and enjoy the range of activities provided. Children move freely from the outdoor activities to the indoor activities during most of the session. They independently help themselves from a range of well maintained resources made available at children's height, both indoors and outdoors. These are stored in easily accessible containers for the children to self-select the activities of their choice, which meets their needs and interests. Children happily play by themselves, in small groups or all together in group games or adult planned activities. They enjoy various opportunities for art and craft work both indoors and outdoors, for example, painting and an innovative activity of making flowers and bows by threading different coloured plastic bags through the fencing. This contributes to their creativity. Children enjoy a well planned and resourced home corner role play area, which is changed weekly to support the current theme. At the time of inspection it became 'Belgrave Vets'.

The staff provide an inclusive approach. Children and staff regularly use Makaton and picture cards for instructions, for example, listening, sitting and having story time. They have named peg labels, but they all have identical pictures, which doesn't help less able children be as independent as possible as they cannot readily recognise their name. This does not match up with their key worker animal groups, as these name labels have individual pictures alongside their names and are colour co-ordinated to their key worker groups, which helps children learn to recognise their

own names.

Children are supported by the staff who know them well. Staff have a good understanding of the Birth to three matters framework and they have all been on training to use the framework, which is clearly evidenced in their planning. As a consequence staff are able to build on what children themselves know and can do. They are particularly skilled at planning activities and resources to meet the needs of all the children currently attending. They listen to what children enjoy and include this in their planning. Sessions are organised so that children experience mainly free play, whereby they choose the activity/toy they wish to play with. There is an adult-led, small age/ability grouped activity each day.

### Nursery Education

The quality of teaching and learning is satisfactory. It meets the needs of all the children currently attending and impacts positively on the way children respond, learn and progress. Staff have a sound understanding of the Foundation Stage and their roles and responsibilities. They plan to cover the contents of the early learning goals to build on what children already know. It is clearly linked to the assessments of children in order for staff to effectively enable their progress. It includes what children are intended to learn, what children are to do, how they will be grouped and how staff are to be deployed, staff are not always clear what is expected of them. During the specific adult-led activity insufficient attention is given to ensure as many areas of learning as possible are covered, or that children are suitably challenged to meet their full potential.

Staff plan the curriculum to promote progress towards the early learning goals and the inclusion of all children. They are aware of how to adapt the activity to suit children who learn at different rates or who have particular needs, and the inclusion of all children is monitored. Overall staff use their knowledge well to present children with new experiences and information to suitably challenge them. Staff provide routine plans and labelled art and craft displays for parents' information. They also display photographic evidence of children at play, highlighting how the activity supports children's development and which early learning goal it relates to.

Children are involved in well organised free choice sessions, with toys and resources provided at their height, on a rota basis to support the current theme. This provides children with opportunities to play and explore the whole range of resources. These free play sessions allow children to be in control of their own learning, initiate their own play and explore and discover things for themselves. Children enjoy a variety of opportunities for different types of art and craft work. During a planned adult led craft activity, staff listen well and talk to children and explore the children's understanding of the names of the various colours of the materials used. However, they do not extend this activity sufficiently to encourage children to fully explore the different textures used, or to build on the range of language that this type of activity would produce.

Children have imaginative role play opportunities, which contribute to their creative development. The interesting, inviting and varied role play resources entice children to play with them. Consequently children's imaginations are being sufficiently

stimulated. This also contribute to their understanding that they are part of a much wider world with different views, cultures and beliefs, as children can play with a wide range of multi-cultural dolls and cooking resources. They also have opportunities of celebrating various multi-cultural festivities, for example, 'Holi'.

Children receive encouragement to develop an enjoyment of books and develop reading skills. They confidently retell part of the narrative and correctly guess what happens next. Children are encouraged to recognise their own names, when selecting their name label to stick on the wall under a list of their key worker groups. Generally staff actively help the children to develop their communication and language skills, when they continue to ask children open-ended questions. Children receive lots of praise and encouragement during activities throughout the morning, building on their confidence and self-esteem and giving them a feeling of self-worth.

Their physical development is encouraged during the many opportunities for vigorous physical play both inside and outdoors, weather permitting, which promote their fine and gross motor skills. The outdoor area is very inviting for children and resources are used to provide an extension of their indoor play. Children have the use of a computer programmes on a rota basis and a range of programmable toys that are out daily.

Activities relating to mathematical development are less evident. Staff missed several opportunities to encourage children to count through practical routines, for example, during one of the many times they are lining up. They use number words or mathematical concepts generally such as comparing numbers of cups to children present and comparing the numbers. Neither do they have opportunities to learn to recognise numbers or be aware of simple ideas of addition and subtraction. The staff missed opportunities during an adult led activity to measure quantities of water comparing amounts and guessing what is more or less or the same. Overall they do not encourage mathematical language sufficiently.

Personal, social, emotional development is reinforced through interesting practical topics. Staff generally use small group activities as opportunities to encourage children to share with them their interests and recall events in their home life. Children enthusiastically make St. Georges flags to take home, as well as gifts for their fathers for father's day. Staff give appropriate support to less confident children to ensure they are able to participate in the session fully.

### **Helping children make a positive contribution**

The provision is good.

Children behave well during the session, showing care and concern for each other, sharing and taking turns and playing well together. Children chat happily to each other and confidently to familiar and less familiar adults during activities. Children are developing good self-esteem through opportunities to voice their opinions, take decisions and make choices. Children are given consistent messages by staff and reminders about what is expected of them, for example, 'excuse me, we don't run'. They also ask children why they think they should not run, to test their understanding of the possible consequence of their actions. Staff provide a meaningful range of

activities and resources so that children have both times to relax as well as be active. Children develop good self-esteem through opportunities to voice their opinions, take decisions and make choices. Spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. The staff know children well and plan activities around their particular interests, which helps children settle easily. Children's needs are met well through discussion with their parents and written information, which contribute to children's continuity of care. Children with learning or physical disabilities receive additional help and strong partnerships are formed with parents and outside agencies. All children currently attending are valued and respected as individuals. There is a similar emphasis on the inclusion of children from diverse ethnic backgrounds. There are a range of resources, which reflect positive images of culture, ethnicity, gender and disability. This is especially noticeable in the culturally diverse range of dolls and the small world people that include small world people in wheelchairs. This would help to make all families feel welcome and ensure children's positive attitudes towards others are established in these early years. Policies and procedures are available for parents, which keep them informed about the service provided. This includes their child's activities and routines, which are also clearly displayed on information boards. The setting also provide regular photographic evidence of their children at play, showing the range of activities they have experienced recently, to enable parents to share in their child's play and learning.

## **Organisation**

The organisation is good.

The registered person ensures that the required adult to child ratio is consistently met to support children's needs effectively and safeguard their well-being. They ensure that there are a minimum of two adults on duty at all times. They also ensure that adults looking after children or having unsupervised access to them are suitable to do so. They follow the written recruitment procedures to ensure people working with children are appropriately vetted, trained and qualified to do so.

The deputy is qualified and both she and the registered person try to keep up with current childcare practice to promote good quality care for children. All staff have attended part or all of the Birth to three matters training. They have effectively incorporated this in their planning. Staff are encouraged to undertake further supplementary training courses when they are available. This impacts positively on the quality of care children receive because adults working with the children know what is expected of them.

There is comprehensive documentation available. However, several of the policies and procedures need up-dating in line with current/best practice and some contain incorrect contact details. The registration certificate is displayed in a way that makes it easy for parents to see.

The registered person knows the staff well and makes best use of their skills; she delegates responsibilities. Suitable organisation of staff, activities, space and resources result in children receiving effective care. However, snack time for the

older groups of children is not always well organised, as children struggled to peel slices of bananas and eat raisins, whilst holding a cup of milk or water in the other hand. The setting meets the needs of the range of children for whom it provides. Consequently, children's health, enjoyment and achievement are being promoted adequately.

Leadership and management is satisfactory. Children are making steady progress towards the early learning goals. There is a strong staff team and they effectively monitor how well the children are making progress and this information is shared with parents. The setting is committed to improving the care and education for all its children and know what most needs improving. In the main the setting does assess its own teaching skills, strength and weaknesses. This is undertaken both formally and informally and includes evidence of reflective practice. There is a section in the planning for critically analysing how well the activity and methods meets children's needs. Overall this includes relevant suggestions on how to make improvements. They plan well for the inclusion of children with special educational needs and staff know what methods work with particular children. They have a clear vision on how they want the setting to run and the equipment and resources required to improve the standard of education the children are receiving.

### **Improvements since the last inspection**

The setting has effectively addressed all but one of the recommendations from the previous inspection. They are in the process of updating all of the policies and procedures to form an Operational manual, which contains information on current childcare practices and all relevant contact information.

### **Complaints since the last inspection**

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**



### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve snack time for children and ensure they all have the use of suitable equipment and utensils
- ensure all policies and procedures reflect best practice and include all current contact details where required

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop a name labelling system that is easy for less able children to use to develop their confidence and self esteem
- increase children's use of counting and mathematical language during everyday routines and adult led activities

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)