



Top Banana Pre School

Inspection report for early years provision

Unique Reference Number EY301539
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Inspector Stephanie Graves

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Registered person Alison Lee O'Hara
Type of inspection Integrated
Type of care 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.

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 good.

WHAT SORT OF SETTING IS IT?

Top Banana Pre-school opened in 2005. It operates from one room in a memorial hall. It is situated in the village of Seal, Kent. A maximum of 22 children may attend the setting at any one time. The pre-school is open each weekday from 09.15 to 15.00, term time only. All children share access to a secure enclosed outdoor play area.

There are currently 26 children aged from 2 to under 5 years on roll. Of these, 8

children receive funding for nursery education. Children come from a wide catchment area. The setting supports a number of children who speak English as an additional language.

The nursery employs 5 staff. Of these, 3 staff, including the manager, hold appropriate early years qualifications. There are 2 staff working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are provided with a good range of experiences, which help to promote their knowledge and understanding of good health issues. For example, they are encouraged to be independent with routine self help skills, including toilet visits and hand washing. Effective procedures help to prevent cross-infection. This includes the use of antibacterial spray to wipe surfaces and disposable gloves and plastic bags during nappy changes. Children benefit from procedures which ensure they are taken care of if they have an accident or become ill. For instance, accidents are well recorded and children do not attend if they have an infectious illness.

Children understand the benefits of a healthy diet. Drinks are readily available and children help themselves. They are encouraged to make healthy choices regarding the food they eat. They enjoy contributing their thoughts and ideas to discussions, for example, 'cows make milk because they eat grass'. They may choose from a selection of fruit at snack time, including bananas, chopped grapes and oranges. Children's independence is encouraged as they attempt to pour their own drinks and take turns to offer snacks to the other children. Staff work closely with parents to ensure children's individual dietary needs are met.

Children learn the importance of physical activity through the nursery education curriculum. They have regular opportunities to experience fine manipulative experiences as well as vigorous outdoor play. They are beginning to understand the effect physical exercise has on their bodies and they know when they need to rest.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe, secure environment. There is plenty of space for them to move around and play freely within safe boundaries. Toys and equipment are checked regularly to ensure they are safe and appropriate for all ages and stages of child development. An effective risk assessment ensures potential hazards are identified and reduced. For example, the outdoor play area is checked every day and any safety concerns are dealt with. Children learn how to help keep themselves safe through meaningful routines and activities. For example, they negotiate space safely and consider others as they dance and move around during music and movement activities.

Children are well cared for because effective procedures promote their welfare and safety at all times. This includes an emergency evacuation procedure, which is regularly practised with the children and recorded. Child protection procedures demonstrate a sound understanding of current requirements, although the procedure to be followed in the event of an allegation of abuse against staff does not contain the sufficient detail.

Helping children achieve well and enjoy what they do

The provision is good.

Children are comfortable and settled at the pre-school. They demonstrate high levels of wellbeing and involvement, because staff provide them with a range of stimulating toys, resources and free play experiences.

Children have secure relationships with staff who know them well and spend much of their time playing and talking with them. Practitioners have a sound understanding of the range of experiences required to enable children to make progress in all areas of learning. The setting has implemented the Birth to three matters framework and staff have a good knowledge of the developmental needs of young children. Investigation through resources including paint, malleable materials, construction and role play equipment, encourages the younger children to represent their experiences and ideas, and make connections as they play. Environmental print, such as posters and children's own name cards, reinforce pre-reading skills. Children's creative skills are promoted well. For example, they delight in action songs which help to develop their confidence and ability to listen and respond with enjoyment.

Nursery education.

The quality of teaching and learning is good. Children are making consistent progress through the stepping stones towards the early learning goals. Their learning and achievements are good in relation to their starting points and capabilities. This is because the staff working with them have a sound knowledge of the Foundation Stage, provide a broad and balanced curriculum and chart children's progress. Specialist tutors attend for some key activities relating to physical exercise and music and movement. Planning is well documented and displayed for parents although the next steps in children's learning do not inform future planning. However, effective methods of observation and assessment chart children's progress well. Regular evaluations help to monitor the effectiveness of the activities provided, which build on what children already know and can do.

Children show a very strong sense of belonging as they play and learn together. They are confident, friendly and show care and concern for others. They are becoming independent learners as they move around the room and choose their own activities. They use a variety of tools to make marks and many are able to write their names using correctly formed letters. Children learn to link sounds and letters through well planned meaningful activities, including selecting and naming items beginning with the chosen sound from a bag. Children are developing a sense of time. For example, they understand the routine and learn to recall and communicate their experiences at the end of each session. They concentrate well during familiar

stories and staff imaginatively leave the ends of some sentences open to encourage children to explain what will follow. Children are gaining confidence with numbers, counting and shape recognition. For instance, they use simple addition and subtraction in every day routines and learn to sequence and order items, such as 3D blocks during small group experiences. They eagerly help the younger children as they join in.

Children learn about themselves and the wider world through topics and small group discussions. They demonstrate curiosity and concern for living things. For example, they understand that milk comes from cows 'because they eat grass' and birds need feathers to fly. They show a sense of wonder as they explore weather patterns and excitedly explain that the sun is shining through the window and 'it makes shadows'. Investigation through resources such as 'gloop' inspires children's curiosity as they become fascinated by it's changing texture and appearance. Children are developing good hand eye co-ordination. Some are very competent when pouring drinks. Others use play tools which they twist, bang, push and manipulate, for instance, to 'mend the window' during role play. Regular use of the outdoor area promotes children's developing physical skills. They can play with a range of resources, such as wheeled toys and climbing and balancing equipment. Children are creative. They enjoy music and movement activities and take part with relish as they sing familiar songs and creatively explore sound through musical instruments.

Overall, the provision plans and provides a very good range of activities, experiences and play opportunities, to develop children's emotional, physical, social and intellectual capabilities.

Helping children make a positive contribution

The provision is good.

Children are warmly welcomed into the pre-school and are cared for according to their individual needs. They arrive confidently and settle well. This is because staff are fully attentive and enjoy being with them. Young children are settled and comfortable because they are regularly acknowledged and affirmed. They develop self assurance and confidence when making choices and seeking comfort or help. Children learn about the similarities and differences between themselves and others through toys, resources and well planned activities, which promote positive images of diversity. They understand the difference between right and wrong. This is because staff are good role models, support children according to their individual ages and stages of development and regularly praise their achievements and good behaviour.

Children speaking English as an additional language are well supported by staff who provide appropriate resources and develop strategies to enable effective communication. All children benefit from consistency of care, due to staff and parents working closely together to support their needs. Information relating to activities completed are displayed for parents to view after each session. The provider takes positive steps to ensure that parents are kept well informed about all relevant policies and procedures, although the complaints procedure and log has not yet been updated to current requirements.

The partnership with parents is good. Parents of children receiving funding for nursery education feel they receive good quality information, for example, through consultations and children's individual progress records, which they can contribute to. Curriculum plans are displayed with clear aims relating to the early learning goals. Parents are welcomed into the pre-school to share their special interests and skills. Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

Children are comfortable and settled within a very well organised environment. They feel secure and totally at ease with familiar staff and their surroundings and can access a wide range of play opportunities. Systems are in place to ensure the adults working with children are suitable to do so, although these have not been updated to current requirements. The registration certificate is displayed and the necessary records are in place and shared with parents. These include effective daily attendance records which show clear arrival and departure times. Children's welfare, care and learning are promoted, due to the effective policies and procedures, which underpin the group's good practice.

The leadership and management is good. Staff knowledge of the Foundation Stage is good and there are clear aims for the personal development and achievements of all children. Staff are committed to the integration of care and nursery education, to promote successful outcomes in all areas of child development. Regular communication and monitoring of teaching and learning means the overall effectiveness of the curriculum is evaluated well. The provider is committed towards the continuing improvement of the provision. For example, future training has been planned and the group work with advisors from the local authority to ensure they support children effectively.

The nursery provides a professional service. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There are no complaints to report.

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.

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The quality and standards of the nursery education are good.

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):

- ensure policies and procedures are updated to contain required detail, including the procedure to be followed in the event of allegations of abuse against staff and the complaints procedure and log
- continue to develop the recruitment and vetting systems already in place to ensure staff working with children are suitable to do so.

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):

- use the next steps in children's learning to inform future planning.

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