



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 151503

DfES Number: 543381

INSPECTION DETAILS

Inspection Date 18/03/2004
Inspector Name Freeda Wildon

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Folkestone Early Years Centre
Setting Address Dover Road
Folkestone
Kent
CT20 1QF

REGISTERED PROVIDER DETAILS

Name Kent County Council

ORGANISATION DETAILS

Name Kent County Council
Address Folkestone Early Years Centre
Dover Road
Folkestone
Kent
CT20 1QF

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Folkestone Early Years Centre opened in 2001. It operates from a purpose built building in Dover, Kent. The pre-school has access to two rooms, an office toilets and an outside area. The nursery serves the local area.

There are currently 50 children on roll. This includes 13 funded four-year-old children and 27 funded three-year-old children.

Children attend morning or afternoon sessions. The Pre-school has experience caring for children with special needs and children speaking English as an additional language.

The Pre-school opens five days a week, term time only. Sessions last from 09.00 to 11.30 and 13.00 to 15.30.

Four staff work with the children, they all hold an early years qualification and have attended short courses. The Pre-school receives support from a Pre-school Learning Alliance development worker and a teacher from the Early Years Partnership.

How good is the Day Care?

Folkestone Early Years provides good care for children.

Staff are qualified and experienced, and work well as a team. Space, staff and resources are well organised to meet the children's needs effectively. The environment is warm and welcoming to children and parents. Clear policies, procedures and records underpin the day-to-day running of the nursery. However the operational plan is not readily available to parents.

Premises are safe and clean, with procedures in place to identify and eliminate hazards. Health and hygiene procedures are effective. Staff promote children's independence. Staff have up to date knowledge of child protection issues, and regularly update training.

Children are happy to enter the nursery and approach staff confidently. The quality of staff: child interaction is especially good, with adults working closely with the children, supporting and extending their play and learning. Children are happy and stimulated, with planned, exciting activities covering all areas of development, and opportunities for small group work. Individual children's needs are known and met, and all children are included, and planning of activities is done on an individual basis. The SENCO shows a good understanding of special needs and there are effective procedures in place to support children with special needs, and to work with parents and outside agencies to ensure children receive appropriate support. There are resources and activities, which reflect the diversity of society. Staff manage behaviour positively and consistently, resulting in good behaviour.

Partnership with parents is strong and parents are satisfied with the standard of care and the exchange of information about their children's development and activities. There is a good settling policy, which, works well in practice.

What has improved since the last inspection?

The last inspection was a transitional inspection, so this section is not appropriate.

What is being done well?

- There is a commitment to gaining qualifications, and staff are keen to attend short courses, so their knowledge of childcare issues is kept updated.
- Practice within the nursery is consistent and informed, showing that the operational plan is understood and implemented by staff.
- Staff have a good knowledge of the areas of development, which results in children having opportunities to take part in a good range of activities supporting their language, mathematical thinking, imagination and creativity. Staff challenge children's thinking, support imaginative play, praise and value achievements, listen to children, and act as positive role models. As a result, children are confident, able to act independently and take pride in their achievements.
- The environment, space, resources and staffing are organised so that a variety of toys and equipment are accessible to the children, parents and children are made to feel welcome, and children can move freely between planned and free play activities which support all areas of their learning.
- Toys and equipment are used to provide a balanced range of activities based on all the areas of learning and children were using the low storage to select their own activities.
- Health, safety and hygiene procedures fully understood and consistently implemented by staff, resulting in a hazard free environment
- There are effective procedures in place to support children with special educational needs, and to work with parents and outside agencies to ensure children receive appropriate support.

- Staff have good strategies in place to manage children's behaviour. They are positive and consistent, staff deployment and quality of activities result in children who are generally behaved.
- Partnership with parents is strong and parents are satisfied with the standard of care and the exchange of information about their children's development and activities. There is a good settling policy, which, works well in practice.

An aspect of outstanding practice:

The staff of Folkestone Early Years build positive relationships and help children develop in all areas. Staff have a good knowledge of the areas of development, which results in children having opportunities to take part in a good range of activities supporting their language, mathematical thinking, imagination and creativity. Staff challenge children's thinking, support imaginative play, praise and value achievements, listen to children, and act as positive role models. As a result, children are confident, able to act independently and take pride in their achievements.

What needs to be improved?

- availability of the operational plan to parents.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
12	Make the operational plan accessible to parents.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Folkestone early years centre offers high quality provision, helping children to make very good progress towards the early learning goals.

The quality of teaching is very good. Staff are committed and have a secure knowledge of the early learning goals. They plan effectively to help children make good progress towards these. Staff adopt a holistic approach, they are highly organised and arrange the play areas well to encourage children to make decisions, develop confidence and be independent. They meet at the end of every session to ensure a carefully structured curriculum that provides rich and stimulating experiences. Both the indoor and outdoor environment is thoroughly prepared at every session to ensure individual needs are met by building on what children already know. Staff successfully accommodate the different ways children learn by planning for the same learning objective in a range of different ways. This enables children to successfully initiate their own play and staff are effectively deployed to support children. They carefully frame questions to support and extend thought processes. Staff skilfully encourage a positive attitude to learning by providing opportunities that are meaningful and children are continually engaged in purposeful play. The system of assessment and record keeping is thorough, enabling staff to monitor children's learning closely. Staff are familiar with the Code of Practice for the Identification and Assessment of Special Educational Needs and a good monitoring system is in place.

Leadership and management is very good. Staff are well supported and training opportunities are frequent. Staff meet twice a day to review and evaluate the effectiveness of the curriculum.

Partnership with parents is very good. Staff conduct home visits for all children to ensure a secure base to build on. Parents receive good information, are continually updated about their child's progress and they are skilfully invited to contribute.

What is being done well?

- Staff successfully accommodate the different ways children learn by planning for the same learning objective in a range of different ways by using a holistic approach.
- Teaching gives good support to children's personal, social and emotional development; children are interested in learning, they behave well and they are developing good relationships.
- Good communication with parents enables parents and staff to work together to ensure the children's progress in all areas of learning. Parents receive good quality information and are continually updated with detailed records about children's progress. There are interesting opportunities to encourage

full participation in the programme.

- Staff work closely as an effective team to provide a range of meaningful and stimulating play opportunities for the children. They are deployed effectively to support the children's learning and consistently employ useful questioning techniques to extend and develop thought processes.
- Staff maximise on every opportunity to use mathematical language to describe shape, size, position and quantity. They provide regular opportunities for children to understand the meaning of numbers through play
- Staff carefully prepare the entire environment at every session to ensure children have informed choices and individual needs are met. Children initiate their own play and are continually engaged in purposeful activities. For example children frequently consult the pictorial reference book of songs to select their favourite and staff encourage excitement and participation as they skilfully dramatise the pace and mood of the songs.
- Children are encouraged to care for the nursery bear at home. Together with their parents, they build up a photographic diary of events. These are made into books and children gain great pleasure and huge amounts of self-esteem from looking through them at nursery. Staff are richly rewarded as children frequently recount the events in the pictures.

What needs to be improved?

- There are no significant weaknesses to report, but the following points for development should be considered in the action plan:
- provide children with pictorial references to develop and strengthen a sense of time.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and enthusiastic learners. They make choices about their play and take initiative. They are absorbed in their activities and firm relationships are established as children learn to share, take turns and work co-operatively. The children's behaviour is very good; they know what is expected of them and why. Children are confident and keen to share their achievements with others. Children demonstrate their independence in pouring their own drinks and making their own snacks.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children listen attentively; speak clearly and confidently as they engage both adults and their friends in conversation. Children develop reading skills as they absorb themselves in books and successfully recognise their names. Children have excellent opportunities to develop writing skills through a variety of exciting opportunities such as creative and imaginative play. Children enjoy a wide range of books and learn that information can be retrieved from books to provide them with ideas.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count confidently. They benefit from the consistent use of mathematical language and receive good support to recognise shapes and sizes. Through the daily routine children have consistent opportunities to be aware of simple ideas of addition and subtraction for example at snack time. Children learn about space and measure through practical activities such as water. They learn the meaning of numbers as they successfully match the corresponding numbers on their letters for the postman.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have excellent opportunities to investigate and explore range materials using their senses both indoors and outdoors. Children are adept at using tape and glue to join and assemble "envelopes" for their letters. They skilfully make models using a range of construction kits and pipes. They observe the weather and talk about events in their lives. They care for the nursery guinea pig and visit the vet when necessary. Children plant in their garden and watch the changes as they occur.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move freely from the indoor and outdoor environment. Fine manipulative skills are developed well as children display very good skills when cutting, spreading and constructing. Regular opportunities to use large equipment ensure that children move around freely and safely, displaying a good awareness of themselves and others. Children learn the importance of personal hygiene through cooking and regular hand washing, they recognise the changes that occur to their bodies when active.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children enjoy the varied and interesting opportunities for role-play, they clearly and confidently express and communicate their ideas as they "play doctors". They respond in a variety of ways expressing delight and disgust to the creatures in the water and spreads for their sandwiches. They eagerly paint and play with sand. Children participate enthusiastically in their chosen songs and music. They successfully capture the feel and mood of the rhythm in the songs and respond accordingly.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- consider the benefits of using a time line to provide a visual reference indoor for children to develop a sense of time.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.