



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 127211

DfES Number: 518353

### INSPECTION DETAILS

Inspection Date 11/11/2004  
Inspector Name Claire, Alexandra Parnell

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Greenash Pre-School  
Setting Address New Ash Green Youth Centre  
Ash Road, New Ash Green  
Longfield  
Kent  
DA3 8JY

### REGISTERED PROVIDER DETAILS

Name The Committee of Greenash Pre-School

### ORGANISATION DETAILS

Name Greenash Pre-School  
Address Ash Road  
New Ash Green  
Longfield  
Kent  
DA3 8JY

## 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

Greenash Pre school has been registered since 1988. It is a committee run group.

The group operates from the main hall in the Youth Centre, in the village of New Ash Green , near Dartford in Kent The building is in a central location so is available to a wide group of families living in and around the village. The group has access to the main hall, the small room twice a week and the toilet facilities. There is also an outside area for the children to use. Other users can access the youth club during operational hours.

The group are open from Monday - Friday 09:00 until 12:00, term time only.

There are over twenty children on role. Of these one is a funded four year old and thirteen are funded three year olds. There are no children presently attending with special educational needs and one child attends who speaks English as an additional language.

There are eight members of staff who work with the children. Four of these hold a relevant qualification in early years and childcare. Two further members of staff are currently completing training to gain their qualifications.

The group gains support through the Pre-school Learning Alliance, early years advisory teachers and the area Special Needs Coordinator.

### How good is the Day Care?

Green Ash Pre-school provides satisfactory quality of care.

The group provides high ratios of staff to children, with effective recruitment and induction programmes for new staff. However, there is the need for staff to interact effectively with the children throughout the session. The environment is bright and clean, with flexible space and an outside area for extended play. There is a need to provide suitable seating at activities for both adults and children. Most documentation is available and complete, although some aspects need to be

updated, recorded accurately and relevant checks kept.

The staff assess the safety of the premises to ensure children can play safely. Extra measures are used outside as this is affected by other users. Good procedures are in place and implemented well for the health and hygiene of the children. Snacks are available for the children, but they are not able to select these independently and have no choice of healthy options. Children have access to a variety of positive images in their play, and systems are in place to promote the inclusion of children with special needs. The staff have reviewed the procedures for child protection which are now satisfactory.

The children have access to a range of activities throughout the session, although some are not inviting and are presented poorly. Some children lack challenge in their play due to the limited effective interaction from staff within the session. There are systems in place to recognise children's positive behaviour, particularly at tidy up time, but staff need to update skills and strategies in dealing with the younger children who find joining in with group activities a challenge.

The parents have plentiful information available and accessible to them regarding the aspects of care within the group. Staff endeavour to feedback verbally at the end of each session to all parents. Some information for parents needs to be updated to inform of procedures for complaints.

#### **What has improved since the last inspection?**

At the last inspection the group was given one action to meet. They needed to revise their child protection procedures. The group have now got full procedures on file, which is available to parents, staff and visitors. Staff have attended training courses, and updated their knowledge and skills for this particular area of care. The staff have details to enable them to contact appropriate agencies for support and referrals. This information, however, is not available to parents.

#### **What is being done well?**

- The group promote the children's health and hygiene through effective practice in hand washing and toileting. The group's documentation regarding medication and accidents is very thorough. The group accept children who are not dry or clean yet, but actively encourages them to learn by using other children as good role models.
- The parents have a varied and plentiful amount of information available to them. Policies and procedure are displayed in the entrance hall accessible at any time. Newsletters leaflets inform the parents of the topics and themes that the children are covering at the group.
- The environment is bright and clean for the children to play. The premises is assessed regularly for safety including the security of the children due to authorised collection and other users of the hall.
- Clear and effective systems are in place to promote the inclusion of children with special needs.

**What needs to be improved?**

- the documentation; to ensure all staff hold relevant checks to allow unsupervised access to children, to record all children's attendance accurately; to consider producing a written outings procedure and to make changes to the complaints procedure to inform parents that they can contact Ofsted at any time
- the staff's interaction with the children
- the presentation of activities to ensure children are interested in the resources
- the opportunities for both staff and children to use appropriate seating at activities
- the children's independent and selection of a variety of snacks at snack time
- the strategies for children who find compliance hard to accept.

**PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

not applicable

**Outcome of the inspection**

Satisfactory

**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
2	Record children's attendance accurately.
3	Review and implement a system to enhance children's learning and play opportunities through positive interaction and inviting presentations of activities.
4	Consider producing a written outings procedure.

5	Provide suitable seating at activities for both adults and children.
8	Provide opportunities for children to be independent and self select at snack time, offering a variety of snacks.
11	Review and implement strategies for children who find compliance hard to accept.
12	Update the complaints procedure to inform parents that Ofsted can be contacted at anytime.
1	Ensure all staff checks are relevant to allowing them to have unsupervised access to children.

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

### How effective is the nursery education?

Greenash Preschool is an acceptable provision but has some significant areas for improvement. Children's progress towards the Early Learning Goals is limited by some significant weaknesses.

The teaching has some significant weaknesses. The staff observe children and link these clearly to stepping stones within the Foundation Stage, covering all aspects of learning within structured activities. Some children's achievements are recognised through a reward systems, particularly for tidying up. However, staff's poor questioning skills diminish the opportunities for children to be extended in their learning and thinking within all areas of development. The children lack effective and positive interaction through poor deployment of staff. There is limited evaluation of activities to show their effectiveness towards children's learning and some vital observations are missed during free play activities. The planning is lacking in differentiation for children's different abilities. The session is split into short sections with many changes of resources, therefore children do not have time to explore the equipment through play. However, systems are in place to support children with Special Educational Needs, but there is limited support for children with English as an additional language.

The leadership and management is generally good. Some strengths and weaknesses are identified within the group's practice, although there is limited implementation of changes. The staff are given regular time out to update and review children's development records in order to set new targets for the future.

The partnership with parents is generally good. They have plenty of information displayed and written regarding the educational programme of the group. The information explains about the importance of play and how children learn. However, parents have little information about linking these stepping stones to the colours within their child's achievement records.

### What is being done well?

- The parents receive plentiful information regarding the educational programme for their children.
- Regular information is updated and made available to parents regarding their children's personal achievements and progress. These are linked to the foundation stage and stepping stones. Parents are informed of future targets and aims for their children's development.
- Children's records contain evaluative observations of structured activities, which are clearly linked to the stepping stones.
- The children are enthusiastic with construction and design activities. They show particular skills with fine motor physical developmental equipment.

- The children can freely represent and show expression in craft and creative activities, using a wide range of media and materials.

#### **What needs to be improved?**

- the encouragement, deployment and effective interaction from all staff to enhance children's learning in all areas
- the opportunities for children to extend their independence at snack time
- the opportunities for children to extend their learning in all aspects of communication language and literacy- particularly labelling, mark making, letters and sounds and understanding vocabulary
- the opportunities for children to extend their thinking and understanding of mathematical language, shape, size, counting and numerals through practical activities
- the further support for children to understand the use and effects of IT
- the children's inquisitiveness of why things happen and how they work
- the opportunities for children to explore and use space and equipment effectively, to understand the effects of exercise and keeping healthy and to extend their experiences more regularly using outside play
- the effective questioning from all staff to extend children's thinking in all areas of learning
- the evaluation and differentiation of planned activities and observations of all free play activities covering all areas of learning
- the routine of the session to allow time for children to use resources and activities effectively
- the evaluation of the educational programme, leading to full implementation of necessary changes.

#### **What has improved since the last inspection?**

The improvements since the last inspection is limited.

The group was given one key issue at the last inspection. They needed to purchase resources to enable the children to learn about information technology. To develop their skills and give support in children's learning and to extend this to other curriculum areas.

The group have purchased IT equipment but it is not supported through effective interaction and skills. The children are not interested in the equipment as they do not understand how to use it or have the support from the staff to learn to use it, to develop an understanding of gaining information from different sources.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Significant Weaknesses

Most children concentrate in individual and parallel child lead play and they listen to instructions and carry them out as part of a reward system. Some children build up confidence when encouraged and can share, taking turns, with an awareness of other children's needs. However, there is limited encouragement for some children to try new activities and limited recognition for children within free play activities. Children lack independence particularly at snack time.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

Children sometimes use descriptive language within activities. They respectively use books correctly and understand print has a meaning. Some understand questions and think carefully before answering with verbal expressions and gestures. However, children lack opportunities to freely label their own work and recognise their name, link letters and sounds and make marks particularly in role play. All children lack questions from staff to extend their vocabulary.

### MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Most children count to 10 when asked. They recognise and name basic shapes and associate them with every day objects. Some children can calculate one more than in practical activities. However, there are missed opportunities for children to be extended with shapes, numbers, calculations, space, size and quantity throughout practical activities, as well as problem solving situations. Children have limited opportunities to count and recognise numerals throughout free play activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children recall past activities relating to special events, saying where it was, who was there and why. They participate well in construction activities creating objects from a specific design and can explain what the object is for. They have opportunities to celebrate festivals through a variety of resources. However, there is limited support for children with IT equipment to identify information from different sources and children lack interest in why things happen and how they work.

### PHYSICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children use small tools effectively in manipulative and creative activities. They show good control using creative materials, mostly in a pincer grip. Most show a clear preference for left or right hand. However, there are limited opportunities for children to explore different movements using equipment and extend their play. They lack the recognition of the effects of exercise and staying healthy, and lack opportunities to expand all aspects of physical development using the outside area.



**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children relate to familiar music and associate this to familiar songs. They can also make their own up. They demonstrate an understanding of different textures through expressions and vocabulary. They act out familiar and fantasy experiences and situations using appropriate props and language. However, children lack opportunities to represent music using their own movements and instruments.

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

## **OUTCOME OF THE INSPECTION**

The provision is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- review and implement changes to the routine of the session, the planning, evaluation and observations of activities, including differentiation for children's abilities, to enhance children's learning and thinking in all areas of learning, particularly Mathematical , Communication, Language and Literacy and Physical Development.
- update and implement staff's knowledge, skills and understanding of positive effective interaction with all children, particularly in free play activities. Implement effective questioning to extend children's development in all areas of learning and enhance their confidence and self esteem.
- devise a system to fully implement future changes to assessed weaknesses within the educational programme.

*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.*