



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 127676

DfES Number: 511201

INSPECTION DETAILS

Inspection Date 21/06/2004
Inspector Name Freeda Wildon

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Teynham Community Pre School
Setting Address Station Road
Teynham
Sittingbourne
Kent
ME9 9BQ

REGISTERED PROVIDER DETAILS

Name The Committee of Teynham Community Pre-School

ORGANISATION DETAILS

Name Teynham Community Pre-School
Address Teynham Primary School
Station Road, Teynham
Sittingbourne
Kent
ME9 9BQ

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

Teynham Community Pre-School opened in 1993. It operates from the local school in Teynham, Kent. The pre-school has access to two main rooms, toilets and an outside area.

There are currently 54 children on roll. This includes 11 funded 4-year-olds and 26 funded 3-year-olds. Children attend a variety of sessions each week. The pre-school has experience of caring for children with special needs and children who speak English as an additional language.

The pre-school opens five days a week, term time only. Sessions last from 09.15 to 11.45, Monday to Friday and from 12.40 to 15.10 each week day except Wednesday.

There are eight staff who work with the children, four of whom hold an early years qualification and have attended short courses. There are two other staff who are attending qualification courses. The group receives support from a Pre-School Learning Alliance development worker and a teacher from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Teynham Pre-School provides satisfactory care for children. Half of the staff are qualified, others are attending qualification courses. The committee are very supportive and work closely with the staff. They have up-to-date information about the running of the pre-school. The environment is warm and welcoming, however, the space is not used effectively. Consequently children are not able to move freely between the two rooms. Some of the policies and procedures are not in line with current guidance.

The premises are clean and health and hygiene procedures are effective. The staff give high priority to ensuring children cannot leave the premises unsupervised. Snack times are relaxed social occasions and staff promote children's

independence. There are resources and activities which reflect the diversity of society. The special educational needs co-ordinator has a good understanding of the Code of Practice and staff work with other agencies. Staff manage behaviour positively and consistently, resulting in good behaviour and secure, confident children. Staff value and respect the children and they in turn are polite and well behaved.

Children are happy to enter the setting and approach staff confidently. The quality of staff to child interaction is good, with adults working closely with the children, supporting and extending their play and learning. The planning is based on the foundation stage, however there is no separate planning for children under three years. Individual children's needs are known and generally met, and all children are included.

Staff work in partnership with parents, and parents are happy with the standard of care. Appropriate information is available for parents and the pre-school evaluates its service for parents annually. Records are stored securely, however confidentially is not always maintained when recording some information and permission for medical emergencies is not in place.

What has improved since the last inspection?

Not applicable.

What is being done well?

- The committee are very supportive and work closely with the staff. They have up-to-date information about the running of the pre-school. Ofsted have been kept informed of changes and staff maintain useful records that underpin the successful management of the setting.
- The environment is warm and welcoming to children and parents. The premises are clean and health and hygiene procedures are effective. The staff give high priority to ensuring children cannot leave the premises unsupervised.
- Snack and lunch times are relaxed social occasions, and staff promote children's independence.
- There are resources and activities which reflect the diversity of society. The special educational needs co-ordinator has a good understanding of the Code of Practice and staff work with other agencies.
- Staff manage behaviour positively and consistently, resulting in good behaviour and secure, confident children. Staff spoke to the children softly. They value and respect the children and they in turn are polite and well behaved.
- Children are happy to enter the setting and approach staff confidently. The quality of staff to child interaction is good, with adults working closely with the children, supporting and extending their play and learning.

- Staff work in partnership with parents, and parents are happy with the standard of care and the exchange of information about their children's development and activities. Appropriate information is available for parents and the pre-school evaluates its service for parents annually.

What needs to be improved?

- the complaints procedures so that it includes Ofsted's contact details
- the child protection procedures
- the planning for children under three years
- the use of the space
- the availability of written permission from parents for emergency medical advice or treatment
- confidentiality when keeping records.

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
3	Devise a system for planning and implementing a suitable range of activities for children under three years.
4	Make effective use of the space.
12	Request written permission from parents for seeking emergency medical advice or treatment.
13	Ensure that the child protection procedure for the pre-school complies with the local Area Child Protection Committee (ACPC) procedures.
14	Ensure that confidentiality is maintained when recording information about children.

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

How effective is the nursery education?

Teynham Community Pre-School provision is acceptable and of good quality. Children are making generally good progress towards the early learning goals.

Teaching is generally good. Staff are committed and work well as a team. They have a secure knowledge of the early learning goals and effective plans help children make good progress towards these. Staff know children well and are sensitive to their needs, helping all children to feel valued. They show excitement in children's achievements, consequently children are eager and motivated to learn. The curriculum is generally well balanced across the six areas of learning, but is not yet fully effective in ensuring an equal balance. Questioning techniques are used effectively to help children to think for themselves. Group work is organised and staff generally adapt activities to meet the needs of the children. The system of planning and record keeping continues to evolve and provides staff with useful information to monitor children's learning. Staff are familiar with the Code of Practice for the Identification and Assessment of Special Educational Needs and appropriate monitoring systems are in place.

Leadership and management is generally good. Staff are well supported in the care and education that they provide. The supervisor and staff have worked hard to develop a strong team and are committed to providing opportunities for staff development. They meet regularly to discuss the curriculum and a system of reviewing, monitoring and evaluating is developing.

Partnership with parents is very good, contributing significantly to children's progress. The pre-school provides excellent information for parents about the curriculum and folders containing details of their child's development, with supporting photographs displayed. Parents receive opportunities to discuss their child's progress and are welcomed into the group to play alongside their children.

What is being done well?

- Partnership with parents is very good. The pre-school provides excellent information for parents about the curriculum and their child's progress.
- Staff provide a secure, friendly and caring setting which builds children's confidence and self-esteem. Children are happy, settled, well behaved, eager to learn and excited about what they do.
- Staff provide an environment that reflects the importance of language. Children speak clearly and confidently as they engage adults and their friends in conversation. They are well supported by staff as they develop good skills in handling books and story telling.
- Children count confidently and staff encourage them to use mathematical language.

- Staff provide good opportunities for children to look closely at differences, patterns and change, for example during growing projects, cooking and finding out about the life cycle of a frog. Children explore, investigate and identify features of the local and wider world through regular visits in the local community.

What needs to be improved?

- the continued development of systems to review, evaluate and monitor the pre-school practice
- the continued development of planning

What has improved since the last inspection?

Following the last Ofsted inspection the setting were asked to: Make greater use of everyday activities and routines to develop children's mathematical understanding. The daily routine has now been changed to include all six areas of learning and aids the staff in planning the sessions more successfully, covering all areas of learning. All staff are involved in the day to day planning of sessions. The setting were also asked to plan more activities that encourage children to ask questions about why things happen and how they work. The new format gives more details in what is planned for each session and staff apply useful questioning techniques. Finally, the setting were asked to give greater emphasis to develop children's early writing. Writing materials are always available, but more practical use is encouraged throughout the sessions and the riser's group are encouraged to make more use of work books. Consequently children are making good progress within these areas of learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Staff provide a secure, friendly and caring setting which builds children's confidence and self-esteem, helping them to make good progress towards the early learning goals. Children are happy, settled, well behaved, eager to learn and excited about what they do. Staff provide good opportunities for children to become independent for example as they pour their drinks and help organise the snack bar. Children find out about different cultures through the topics, resources and visitors.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Staff provide an environment that reflects the importance of language. Children receive regular opportunities to link sounds to letters and speak clearly and confidently as they engage adults and their friends in conversation. Children learn to write for a purpose during play, such as the 'cafe' when children take orders. They recognise their names as they select their name pegs for the snack bar. Children are well supported as they develop good skills in handling books and story telling.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count confidently and staff encourage them to use mathematical language. Children explore shape and size for example as they construct using different size bricks and complete puzzles. Staff provide opportunities for children to be aware of simple ideas of addition and subtraction for example through board games and singing. Numbers are displayed and staff provide regular opportunities for children to recognise numbers as part of their play and routine.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Staff provide activities that encourage children to investigate a variety of materials and substances. There are good opportunities for children to look closely at differences, patterns and change, for example during growing projects, cooking and finding out about the life cycle of a frog. Children explore, investigate and identify features of the local and wider world through visits in the local community such as the recycling area and the library.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Fine manipulative skills are developed well as children display very good skills when cutting, painting, drawing and constructing. Opportunities to use large equipment ensure that children move around freely and safely. Children display a good awareness of themselves and others. Children learn about the importance of personal hygiene and healthy eating through discussion for example changes to their bodies after exercise.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children clearly enjoy the opportunities provided in role-play, as they express and communicate their ideas. Children eagerly volunteer to become puppeteers at story time as staff read out stories such as the three little pigs. They clearly enjoy the art activities staff provide and enjoy exploring painting techniques such as marble printing. Whilst the pre-cut templates reflect staff's hard work they sometimes limit opportunities for children to use their imaginations.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES

- continue to develop planning to ensure equal emphasis is given to all areas of learning
- continue to develop rigorous systems to review, evaluate and monitor the pre-school practice.

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.