

Petts Wood East Pre School

Inspection report for early years provision

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09/09/2010

Inspector

Justine George

Setting address

Memorial Hall, Woodland Way, Petts Wood, Kent, BR5 1LA

Telephone number

07989 806 402

Email

Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Petts Wood East Pre School opened in 2001. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately run and serves families from the local residential area. It operates from a large hall with kitchen and toilet facilities. There is good access via ramps. There is an outdoor play area for outdoor physical play and nature trails. A maximum of 32 children aged from two to five years, of whom eight may be under three years may attend the pre-school at any one time. The pre-school is open each weekday from 09.15am to 12.15pm during term-time only. There are currently 48 children on roll. The pre-school supports children with special educational needs and/or disabilities and those with English as an additional language. The owner plays an active role in the setting and has recently achieved her Early Years Professional Status Award. The manager has completed a National Vocational Qualification (NVQ) level 4 and works with a minimum of five staff, in which well over half the staff team hold a level two qualification, or are working towards a level three childcare qualification. The pre-school works with the local boroughs advisory teachers. The preschool has recently achieved the Pre-school Learning Alliance and Big Talk accreditation.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The setting offers an excellent basis for children to further progress in their all round development in addition to family life. The staff team provides a very warm, welcoming and stimulating environment which offers many exciting activities and experiences for children to explore. These are exceptionally well supported by the staff team who engage purposefully with children to develop learning aspects and stimulate interests further. The staff's dedicated approach and excellent knowledge of the Early Years Foundation Stage framework and child development ensure that all children's needs and interests are well met fostering inclusion and diversity. The staff's excellent methods of self-evaluation enables them to reflect critically on their practice, as a result, the setting goes from strength to strength where outcomes for all children are exceptionally well promoted.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- review the group time at the end of the session by ensuring that disruptions are kept to a minimum

- continue to develop systems for extending partnership work with other settings that children may attend.

The effectiveness of leadership and management of the early years provision

The settings robust recruitment and vetting systems ensure children are cared for by suitable adults. The setting is secure and staff are extremely vigilant at arrival and departure times, ensuring children are collected by named carers only. Children's safety is a high priority for the setting whereby all staff have excellent knowledge of child protection safeguarding procedures, ensuring vulnerable children are protected. Furthermore, staff have excellent knowledge of welfare requirements which is soundly reflected in practice. All the required written records, policies and procedures are in place, ensuring the smooth and effective running of the setting. Leadership and management is a very strong aspect of the setting. All staff are aware of their responsibilities and contribute effectively towards the successful running of the setting. This is because of sound communication whereby information is shared between all those involved in using and providing the service. The regular training opportunities, developing knowledge, dedication and commitment from the team ensures children's wellbeing and welfare is exceptionally well fostered.

Staff really know where their strengths lie and how to develop areas for improvement. Self-evaluation methods are exceptional whereby the views of all those involved at the setting are sought and acted upon. The setting has recently developed the outside area working well with the limited space available. Several staff have achieved higher level childcare and education qualifications and attended training courses. The objectives of the courses are shared and are influential to practice. For example, planning systems have been further developed to ensure all staff are aware of children's future development needs, which are planned for accordingly. Furthermore, the setting's recent 'Big Talk' accreditation has had a big impact on how resources are deployed and used with children. One outcome is that of a library system being developed to further extend children's communication and language skills, and encourage parental involvement. Staff constantly reflect on daily practice and share ideas and observations with each other, resulting in a wonderful rich learning environment.

The setting works well with parents and carers, whereby all families visit with children before starting. Parents value that staff find out about children's comforters, favourite toys and anything that may cause upset. They feel well informed about how children spend their time in the setting and comment that children have made progress in their learning, have developed social skills and gained in confidence. Parents share their views by using a comments book and all state that staff are approachable. The setting has also developed strong partnerships with others who are involved in the care of children, for example health professionals, promoting continuity of care. The setting is currently in the process of exploring partnership work with professionals in other settings that children may attend. As a result, the impact is likely to have a positive outcome for

children as any information shared will ensure consistent approaches are fostered.

The quality and standards of the early years provision and outcomes for children

There are many new children at the setting at present, although they all settle exceptionally well as adults are supportive and skilled in diverting their attention positively. Children explore and enjoy the new experience, secure in the knowledge that adults are close by to offer comfort when needed. All children are focused and enjoy purposeful play opportunities and experiences, whereby adults easily identify and record children's achievements enabling them to assess where they are in the stage of development. As a result, this enables staff to plan effectively for the future. The environment is fully inclusive whereby all children make rapid progress in their learning and development. Planning currently focuses on aspects of personal, social and emotional development to support children in separating from their carer, developing positive relationships outside the family home with both other adults and children, as well as familiarising with a new setting. Through day to day observation, other experiences are planned which stem from children's interests. For example, whilst children are riding bikes and scooters, two other children notice that they keep crashing. From this a whole range of experiences and learning opportunities are pursued which are supported by adults. Children draw pictures of a round red and green light and are delighted when others take notice of their requests, stopping when the red light is shown and continuing with their journey when the green light is shown. Play is extended, in which children talk about their experiences, one child's mum being issued a parking ticket, another talks about a crash and calling the police. As a result, play is extended where police tabards are worn by children and walkie talkies are introduced. As a result of such spontaneous play and the skilled capabilities of practitioners in pursuing the activity further, children really enjoy the experience and show high levels of enjoyment and motivation providing them with a strong impulse to explore. Thus, this provides an excellent foundation for learning and developing skills for the future. Furthermore, all adults apply this exemplary approach which engages children wonderfully. However, the group story time does not hold the attention of all children. This is because staff are busy tidying up and interruptions are not kept to a minimum.

Children learn about the diverse world they live in by celebrating various festivals, meeting people within the community for example a dental hygienist, fire fighters and the police. Staff are aware of children's family backgrounds and any additional languages spoken in the home. In addition to this staff have developed their knowledge around the significant differences in the achievements of groups of children, for example, how boys play. As a result, this enables the staff team to effectively plan for the needs of all children, minimising any barriers that may prevent them from learning as effectively as others. Equality of opportunity is permeated throughout the setting, children are treated respectfully and in turn learn to respect others and the environment where they help to tidy up and abide by the rules. All children have equal access to the equipment preventing gender

stereotyping and they make independent choices of what they would like to play with.

Children's healthy lifestyles are actively promoted. They benefit from daily opportunities of exercise and fresh air and the garden is well used by all children. Children enjoy healthy, nutritious snacks and are well hydrated throughout the session. Children are independent in managing the toilet and wash their hands consistently with few reminders from the staff. The setting is clean and hygienic and staff are vigilant in minimising the spread of infection. All resources and the immediate environment is safe and in a good state of repair. This is because children respect and use the play materials well and safely, promoting sustainability. In the event of any accidents children are well cared for as most of the staff team hold current first aid qualifications.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met