

# Shoreham Village Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	127539
<b>Inspection date</b>	15/10/2010
<b>Inspector</b>	Clementina Ogunsanwo

<b>Setting address</b>	Shoreham County Primary School, Church Street, Shoreham, Sevenoaks, Kent, TN14 7SN
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<b>Type of setting</b>	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**

Shoreham Village Pre-School registered with Ofsted in 2001. It operates from a separate building in the grounds of Shoreham Village School near Sevenoaks in Kent. The setting is registered for a maximum of 16 children aged from two to under five years. There are currently 25 children on roll, all of who are within the Early Years age range. The setting supports children with special educational needs and/or disabilities and children who are learning English as an additional language. The group opens five days a week during term time from 9am to 12 noon. The setting is registered on the Early Years register and the compulsory and voluntary parts of the Childcare register. The setting links with the main primary school. Three staff work with the children. Two members of staff have NVQ Level 3 and one has Level 2 of the same qualification. A disabled ramp facilitates access for children who may require adapted access.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Shoreham Pre-School is a good preschool. Children's learning and development are promoted well in a stimulating and caring environment. All children are included fully in the range of activities and use of equipment. Parents and carers are confident about the quality of care and support their children receive. One parent commented 'Brilliant, my child looks forward to coming to the preschool' The preschool is well resourced and has a good capacity to improve further.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- improve planning documents to show more clearly what children are to learn
- ensure opportunities for children to explore simple number problems provide appropriate challenge.

## **The effectiveness of leadership and management of the early years provision**

The dedicated leadership and management ensure that policies are regularly reviewed and updated. Safeguarding procedures are secure and risk assessments are carried out on a regular basis to protect the children. The premises are clean and secure, with controlled visitors' access and exit to ensure the safety of the children. Staff's good access to training programmes and guidance from the local authority's Early Years Improvement Service are assisting the setting to successfully drive improvement and improve the quality of provision, such as the recent addition of a covered outside play facility. Leaders have effectively addressed the identified areas for improvement raised at the last inspection. For example, staff regularly observe the children and maintain records of their

progress in individual folders.

Self evaluation is good. Leaders are actively committed to improving the quality of provision. For example, leaders have identified staff's training needs. Subsequently their attendance at purposeful training programmes ensures their access to current information on improving the quality of their childcare practice. Staff work extremely well as a team and take collective responsibility for the care and education of the children. The setting is extensively resourced and staff maximise the use of resources to promote children's learning opportunities. Staff make creative use of the space to facilitate children's access to the scheduled activities. The children's use of the main school outdoor playgrounds and fields for physical play sessions and participation in assemblies is helping to extend the range of learning experiences.

Promotion of equality and diversity is good. Staff's effective liaison with external agencies enables the specific needs of children with special educational needs and/or disabilities to be effectively addressed. Parents' visits to make henna handprints, and cooking activities to make South African bread, are helping the children to develop awareness of the countries of the world. Partnerships with parents are outstanding. The setting acknowledges and acts on parents views. They provide helpful background information about the children and actively contribute to assessments, which assist staff in planning for the care and education of each of the children. The pre-school's positive links with the main primary school are preparing the children well for the next stage of their learning and their smooth transition into the school.

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

The preschool provides a wide range of enjoyable activities which sustain the children's interest. For example, children persevere for extended periods of time to undertake construction activities which include the recreation of road and rail lay out with a range of appropriate resources such as miniature vehicles and train carriages. They particularly enjoy role-play activities, during which they recreate their home environment and enjoy making 'cakes' at the well resourced home corner. They demonstrate good early social skills as they happily take turns to use the range of 'kitchen' resources. Staff's positive discussions with the children during activities help to extend the children's play. Regular counting and nursery rhyme singing sessions are helping the children to develop awareness of number. Good use is made of outdoor trips to the allotment to develop the children's knowledge of their immediate locality and explore the conditions of plant growth. Subsequently, children are making good progress towards achievement of the early learning goals and developing skills for the future. Well-established routines, such as regular sessions when children sit in a circle to discuss their special objects during 'show and tell' are helping the children to develop good speaking and listening skills. Staff's consistent use of positive reinforcement strategies through the daily 'Friendship Fish Award' has a positive impact on the development of children's social skills. As a result, behaviour is outstanding. Children enjoy each others' company and cooperate well during tasks, such as during a regular

construction activity where they play at building the 'M25' road using a range of appropriate small world toys. Snack times are fun with children sitting together to eat their snacks in a calm and relaxed learning environment.

Children's health is promoted extremely well and they have free access to fresh drinking water. Regular energetic outdoor play sessions in the spacious fields and the extended walks to the nearby allotment are developing children's awareness of an active lifestyle. Children's good awareness of safety is evident during outdoor play sessions as they play safely and sensibly. They are developing increasing awareness of number through games, songs and regular counting practice, although opportunities to resolve simple number problems do not present sufficient challenge to build on what children already know and can do.

Staff use their knowledge of the children's interests to plan activities that engage the children well. However details of what children are to learn are not consistently specified which results in gaps in identification of the next step for children's learning. Assessments of children's progress are regular with comprehensive records of the children's progress. Promotion of the children's welfare is good. Staff supervise children well during activities which promotes their safety and well being.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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