

Headcorn Pre-School

Inspection report for early years provision

Unique reference number	EY340577
Inspection date	07/10/2010
Inspector	Jane Wakelen

Setting address	Headcorn Village Hall, Church Walk, Headcorn, TN27 9HR
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Telephone number	07801 012 038
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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

Headcorn Pre-School has been registered since October 2005. The group has been in operation for over 12 years at another site. It is privately owned and managed. The pre-school operates from the Longmeadow Hall in the village hall complex in Headcorn. There is access to a fully enclosed garden for daily use. The children go for walks and visits in the local community. It is open Monday to Friday during term time from 9.00am to 12.00 noon with additional sessions on Mondays and Thursdays from 1.00pm to 3.30pm.

The pre-school is registered on the Early Years Register. A maximum of 26 children may attend the pre-school at any one time. There is currently 35 children aged from two to five years on roll. The pre-school is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

There are currently 45 children on roll aged from two to five years, who attend on a part-time basis. Of these, 38 children receive funding for early education. The group supports children with additional needs and those who speak English as an additional language.

There are eight members of staff, five of whom hold appropriate early years qualifications to at least NVQ level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children arrive happily and settle quickly into the pre-school environment because staff treat each child as an individual and welcome them into the setting. Staff understand their roles and responsibilities implementing the Early Years Foundation Stage and ensure children play in a safe, secure setting. Children make satisfactory progress in their learning and development which is supported by a good partnership with the child's key person and parents, however, staff do not sufficiently plan for the individual children's needs and provide activities to stretch and challenge their knowledge, skills and understanding. The setting has recently completed a self-evaluation form to identify their strengths, but have not identified all areas to develop. The setting has completed all actions from the previous inspection and continue to make satisfactory progress.

What steps need to be taken to improve provision further?

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

- ensure all observations are evaluated to identify children's learning to plan for the next steps in their development ensuring all areas of learning are given

- equal consideration
- plan and organise systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs
- ensure children are able to make choices and access a wide range of resources, including opportunities to promote their sound and letter recognition

The effectiveness of leadership and management of the early years provision

The manager and staff have a good understanding about the procedures to follow to safeguard children in the setting. A written policy is in place which contains all the necessary information and is shared with the parents. The manager has completed training and is the designated person for the group, understanding her role and responsibilities to protect the children in her care. All the necessary documentation is in place to promote children's welfare, including a complaints policy. Adults working in the setting are suitable and demonstrate a high level of commitment to promoting children's safety. Risk assessments are carried out daily and measures put in place for the safe arrival and collection of children from the pre-school. A visitors book is in place and staff are vigilant to whom they let into the setting.

Children are welcomed into the setting and their differences valued and respected. All children have opportunities to learn about people in their community and the wider world through topic-based activities and the use of resources within the setting. For example children, look at books and play with puppets that represent people from different cultures. They taste different foods and dress up in traditional costumes from different countries. A welcome poster is available in different languages, although limited examples are available in the main play area. Staff are aware about the different way children learn and try to develop activities to encourage all children to become involved. For example, choosing toys which the child enjoys playing with and using it to promote different areas of learning. The manager has completed special educational needs training and provides individual educational plans when necessary in partnership with the parents and the area co-ordinator.

Children access resources selected by staff on tables, set areas around the room and on the floor when they arrive. Children are able to move around freely in the setting, both indoors and outdoors but have limited choices to select additional resources. Staff plan a variety of adult-led activities, such as cooking, but do not fully extend these activities to promote children's literacy and numeracy skills. Resources and toys are in good condition, but many do not provide a challenge for the more able child. Staff regularly attend training courses to update their knowledge and skills to promote outcomes for children.

The setting has good partnerships with parents which helps to promote children's confidence and self-esteem. Parents are fully involved in their child's learning and development through their contribution with the 'unique story' and key person

system. Parents are able to share information verbally on a daily basis and use a contact book, ensuring all necessary information is exchanged. Parents have access to the settings policies and procedures and give written consent for aspects of care, such as sun cream and photographs, helping promote children's well-being. Parents are given occasional newsletters and kept informed about additional information through the use of a noticeboard.

The manager is motivated to seek further improvement and involves the staff in the self-evaluation process. The setting receives support from outside agencies which has helped the setting make satisfactory progress since the last inspection. The setting have an action plan they are working from, but have not identified all areas to further develop. For example, a system to plan children's next steps and to ensure all areas of learning are given equal consideration has not been implemented. This results in children not fully extending their learning, through a lack of challenging activities and opportunities.

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

Children are confident individuals who show enthusiasm as they arrive at the setting. They happily make choices from the pre-selected resources available to them on arrival and move around freely, both indoors and outdoors. Children show excitement when playing the dinosaur programme on the laptop computer. They take turns using the sand timer, understanding when their turn has finished and help each other follow the programme. Children play well in large and small groups, building relationships with each other and the staff. They ask adults to share books with them or to help with the apron when they want to paint. Children show good independent skills, taking themselves to the toilet and making decisions about what to play with. They help themselves to drinking water throughout the session or pour their own drinks at snack time.

Children squeal with excitement when new activities are organised by staff, such as the 'gloop' or cooking fairy cakes. They eagerly listen to instruction, but staff miss opportunities to extend these activities to fully promote children's numeracy and literacy skills. Children have a good understanding of the routine of the session, knowing when the bell rings they must tidy up or sit down for the register. Older children help younger ones to tidy away, enjoying the responsibility. Children learn to sequence the days of the week and practice their numeracy skills as they count the children present. However, these numbers become unmanageable for some children. Children count the cups and plates for snack time, learning simple addition and subtraction, such as 'one more or one less'. Opportunities to make marks are offered on a daily basis, although children are not encouraged to use all available resources to practice their recognition of sounds and letters. Daily opportunities to use the outside play area promote children's choices, whilst offering fresh air and opportunities to develop their gross motor skills using the larger play equipment. Staff have a sound knowledge of the learning and development and welfare requirements for the Early Years Foundation Stage. They make regular observations of children's development and record this under the

relevant area of learning. However these are not fully evaluated to provide next steps in children's development. Therefore, some children are not provided with activities that extend or challenge them. A system to ensure all areas are being given equal consideration has not yet been implemented, resulting in some children's development not being fully identified.

Children are able to learn about healthy lifestyles because staff remind children about healthy eating. Children make healthy choices from a variety of options offered at snack time and choose either water or milk to drink. They learn the importance of washing hands before eating and cooking to 'wash away the germs' and independently take themselves to the toilet. Children use the outside area on a regular basis and have opportunities to visit the local park, developing their understanding of the natural world. They learn about keeping themselves safe, holding hands when away from the setting, staying with an adult and not putting their hands near their mouths if they collect items on their walk such as leaves. Children learn why they should not run indoors with scissors and about sitting on chairs properly. Children show a sense of security approaching staff for comfort or reassurance.

Children behave well in the setting and have a good understanding of the rules. They help each other follow these, by reminding each other it is tidy up time, or not to shout. Children are treated with respect and learn to care for others, learning to share the toys and resources. Staff calmly remind children about the importance of sharing and being kind to each other. They have opportunities to learn about diversity through topic related activities, using a satisfactory range of resources. Staff build good relationships with the children and families helping to promote children's well-being. Children make satisfactory progress in developing their skills for the future. They learn to communicate with each other and have some opportunities to develop their literacy and numeracy skills, including skills relating to information and communication technology.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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