

# Cobham Community Pre-School

Inspection report for early years provision

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**Unique reference number** 127119  
**Inspection date** 11/11/2010  
**Inspector** Stephanie Graves

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**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*.

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## **Description of the setting**

Cobham Community Pre-School opened in 1986 and is a committee run setting. The pre-school operates from a community hall in Cobham, Kent. It is registered by Ofsted on the Early Years Register. The setting is accessed via four steps with ramp access to the front of the building. All children share equal access to an enclosed outdoor play area. The pre-school is open each weekday from 9.15am to 11.45am and from 12.30pm to 3.00pm on a Monday, Tuesday and Thursday afternoon during school term times only.

A maximum of 24 children may attend the pre-school at any one time. There are currently 47 children aged from two to under five years on roll. Children generally come from the local community.

The pre-school employs six staff, with all but one member of staff holding appropriate early years qualifications. The setting provides funded nursery education for three and four-year-olds, and receives support and advice from local authority early years professionals.

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

Overall the quality of the provision is good.

Children's welfare and learning needs are effectively promoted by a dedicated staff team. They can play and learn in a safe, secure and stimulating environment. The partnerships with other professionals and parents contribute to the clear progress children make. The setting's capacity to maintain continuous improvement is good, promoting effective outcomes for the children attending.

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

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

- strengthen the use of assessment to demonstrate any gaps in learning and to help plan the next steps in a child's developmental progress

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

Children are safeguarded effectively through clear procedures that continually promote their welfare. For example, child protection procedures are understood by all staff and a range of in-depth information is available for them to refer to in the event of a concern. Only adults suitable to come into contact with the children are able to do so, and clear recruitment and vetting procedures are in place. These measures help to keep children safe from harm at all times.

Effective risk assessment means that children can play and learn with safe boundaries. The written record of the risk assessment is underpinned by daily premises checks, which help to prevent accidental injury to children wherever they are. The required records are in place and a comprehensive range of policies and procedures underpin practice and promote children's welfare.

The group has a clear commitment to driving improvement. For example, previous inspection recommendations have been met effectively and everyone involved with the provision contributes to the improvements made. This has a positive impact on the outcomes for children.

The space and layout of the room are well considered and resources reflect the good progress children make in relation to their starting points. Staff deployment is effective and the professional development of all staff is well promoted. The group's commitment to sustainability is good and involves children with concepts such as recycling waste, composting and growing their own produce. This helps to develop children's understanding of environmental matters.

Equality and diversity issues are embedded into all areas of practice. The development of every child is well promoted. Staff have attended training updates and strive to ensure that they offer an inclusive setting in partnership with parents. Despite some difficulties concerning access to the provision, staff do all they can to ensure the inclusion of all children. The learning environment is equally accessible to all the children attending, helping to contribute towards their unique learning and development needs.

Self-evaluation is used effectively. The strengths and weaknesses of the provision are clearly identified and evaluated against the impact on the outcomes for children. Staff, parents, children and visiting professionals are all included in the process. Future aims include continuing to develop the outside area and meeting parental needs regarding opening hours in future. High quality outcomes for the children are therefore promoted well.

The setting works effectively with other settings and professionals. For example, information is shared through verbal updates and contact notes with other nurseries, to ensure children receive consistency of care and learning. Children are very well supported through clear engagement with their parents. All information is shared and parents are actively involved in the running of the provision. They contribute towards the planning process and their children's learning experiences. Parents value the service provided and feel their children make very good progress. Clear partnership working promotes clear consistency of care for all children.

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

Children enjoy good relationships with staff who promote their learning and development well. For example, they use effective questioning and engage them in prolonged shared communication, which encourages them to think and respond. The quality of the learning environment is good. Children are able to identify and access a good range of well rotated toys, resources and experiences that support their unique interests. These include positive images of diversity, helping children to learn about the differences between people in society. Children can freely access a good variety of outdoor play equipment including sensory materials, natural resources and large apparatus.

A good mix of adult and child led play is evident and experiences cover all areas of learning. Children arrive confidently and after self-registering, settle quickly to their chosen play experiences. They follow simple signs and messages around the room, attempt to write their own names and explore sounds and letters. They enjoy contributing to the main themes of favourite stories. Therefore their communication, language and literacy skills are well promoted.

Children enjoy working things out for themselves, for instance, as they 'measure' the play house with a tape measure or drag and click the mouse on the computer. They explore a range of other programmable resources and experiences that promote their problem solving abilities well. Children enjoy simple addition and subtraction activities, for example, as they count different objects or count back during stories and songs. This encourages them to explore number concepts in different situations.

The availability of construction materials, sensory experiences and natural resources encourages children to investigate and explore. Children engage themselves in role play to recreate real life experiences, such as feeding baby dolls. They enjoy taking part in music and movement activities and exploring sounds with musical instruments. These experiences promote their creative development well.

Observational assessment is good and shows clear progress in relation to children's starting points. Any gaps in learning are identified but not fully demonstrated, which makes it difficult to see how any slippage in individual children's learning is prevented. However, each key person knows the children well and ensures that experiences continually build on their current interests. This helps all children to develop to the best of their ability.

Children learn about safety issues through the effective input of staff. They practise the emergency evacuation procedure regularly, and learn about pre-school boundaries and rules to keep themselves and others safe. They demonstrate a sense of security within the setting through the warm interactions shared with staff and one another. They are confident and independent with many tasks and show a strong sense of belonging.

Children's good health is well promoted, for instance, through regular physical activity. They have freedom of choice regarding the healthy snacks they eat and help themselves to a drink whenever they are thirsty. They are involved in growing their own produce to learn about eating healthily. Good health and hygiene practises, such as regular hand washing, help to prevent the spread of infection.

Children are generally very well behaved and play well together. This is because good staffing ratios apply with effective support and good role modelling. The use of tools, including timers, help children to learn about sharing and taking turns. Staff work in an upbeat manner and offer plenty of praise and encouragement to the children for their achievements. As a result, children's welfare and self esteem are promoted effectively.

## 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	2
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	2

### The quality of the provision in the Early Years Foundation Stage

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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	2
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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