

Dunton Green Pre-School

Inspection report for early years provision

Unique reference number

156852

Inspection date

18/01/2011

Inspector

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Setting address

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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*.

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

Dunton Green Pre School is committee run and opened in 2001. It operates from three rooms at Donnington Hall in Dunton Green near Sevenoaks. A maximum of twenty four children may attend the pre-school at any one time. The pre-school is open Tuesday to Friday from 9:15am to 12.15pm and on Thursdays from 9:15am to 2:30pm (during the summer term), term time only. The setting has access to two outside play areas. One is a small secured area adjacent to the hall, whilst the other is a large area within the local allotments, a short walk away from the setting.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 19 children aged from two to under five years on roll. Of these, 13 children receive funding for early education. Children come from the local area. The pre-school supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The pre-school employs four members of staff and one volunteer. Of these, two hold appropriate early years qualifications and two are currently completing level three qualification. The setting has support through the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The unique needs of each child is promoted and staff meet their learning and welfare needs. The setting is inclusive and staff demonstrate, through the key person system, that they know the children well. The layout of the provision and deployment of staff is an area which requires improvement. The observations and assessment of the children's learning and the implementation of all aspects of learning are not yet fully established, although children are making appropriate progress towards the early learning goals of the Early Years Foundation Stage. The partnerships with parents and other services are positive which helps to ensure the specific needs of children are addressed and continuity of care is provided. Continuous improvement systems to help assess what works and what needs to be improved to promote the effective outcomes for children are gradually developing.

What steps need to be taken to improve provision further?

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

- evaluate the effectiveness of the layout of hall, deployment of staff and differentiation of activities to ensure children's full participation and engagement

- develop the links between the planning and assessment of children's achievements for their continuous progress
- provide sufficient resources to encourage children to attempt writing for different purposes within role play activities.

The effectiveness of leadership and management of the early years provision

The policies and procedures for safeguarding are effective and staff are aware of what to record and who to report to should they have a child protection concern. Supervisory staff have attended safeguarding training to reflect Local Safeguarding Children procedures and they have shared their knowledge with the remainder of the staff team. The emergency evacuation procedure is carried out regularly to ensure all children have a knowledge of how to keep themselves safe in an emergency. Risk assessments are thorough for both indoors and outdoors. They are dated, identify hazards and action is taken to minimise risk. This also includes regular outings, particular with regard to the use of the large outside area. Robust recruitment procedures are suitably implemented and visitors recorded and supervised to ensure that children are not left unsupervised in the care of unvetted people.

The resources available to the children offer appropriate choice and variety. Children are able to access additional resources from drawers at their level to help them make decisions about what they want to play with. The setting is very large and most equipment and resources are provided around the edges of the hall, with large open spaces between them. Some staff are given a designated responsibility of engaging children in craft and outdoor play. However, remaining staff spread themselves thinly over a large expanse of space which does not always provide encouragement or support for children to engage in the activities provided. Children follow staff around the hall, losing interest quickly unless interacted with at specific activities.

The setting promotes adequate equality and diversity practices through the use of resources that reflect today's society, celebrations of cultural festivals and the use of children's background information to meet their individual needs. Staff have a clear understanding of how to meet the needs of children with English as an additional language and for some parents with limited reading and writing abilities through verbal information and pictorial resources. The routine of the sessions ensures that all children are able to participate in all the activities available.

The use of self-evaluation is beginning to address areas identified by the staff for improvement as well as pin pointing their strengths. Staff are enthusiastic to use the support from the local authority to implement changes to benefit the outcomes for children. Recent improvements include the introduction of craft and creative resources providing free choice for children. All staff are committed to the driving improvements. However, some of the recommendations from the last inspection have not been fully implemented or evaluated to assess their effectiveness.

Partnerships with other professionals and agencies are in place, such as speech

therapist and local primary schools. This helps to support multi agency working and continuity for children and their families. Key workers understand the uniqueness of each child and work closely with other professionals involved in the future care of the children.

Parents are very happy with the provision and have confidence in the staff's ability to offer appropriate care and learning systems for their children. Staff fully understand the importance of engaging with parents. Parents have a daily opportunity to share experiences with staff through a 'stay and play' part of the day. They share their children's likes and dislikes through verbal and written information at their initial visit and have daily communication through a contact book and discussions at the end of the session. The partnerships with parents are beginning to have an impact on children's achievements and future learning opportunities through the use of the 'unique story' which is updated and regularly shared with parents and carers.

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

Children are greeted warmly by the staff as they arrive and settle in. Children's learning is supported well some of the time. Staff who work at designated areas ensure children at their activity are engaged and interested in their play. They talk to them about their likes and dislikes and use effective open ended questions to challenge and extend their learning. However, staff who work their way around the room, initially engage children in their play but this interest is quickly lost if staff move to another area of play. Children's concentration is limited and some activities are not used or shown interest in. Some activities are poorly resourced resulting in no interest by the children. For example, the post office has no usable pencil or pen for children to mark make and staff do not always engage a child's interest in these area.

Children enjoy developing their skills in number concepts through counting how many children there are after estimating the amount of children present. They quickly grasp counting songs and develop an understanding of one more through the theme song of 'Hickory dickory dock'. Children have limited resources to understand that print carries a meaning as there was no usable resources in the post office and limited mark making tools and paper within the home corner. Children have plentiful opportunities to explore the natural world; they gasped at the realistic model of the grasshopper and then showed curiosity to touch it. They dig freely in the bark in the small outside area and have extensive opportunities to explore natural materials in the large outside area. Children experiment with the recent snow fall whilst playing in the large outside area, digging, building snow men and watching the snow melt in their hands. Small world activities such as the train track helps children to connect their play with real life experiences and scenarios. This helps to promote children's interest and curiosity. Children have some experiences of finding out how things work. They refer to books in the book corner and use resources such as tape measures to measure length. Children show pleasure at fixing the carriages together to make an extended train. Activities such

as this helps to extend children's skills and promotes their abilities for future learning.

Observational assessment goes some way towards demonstrating children's progress. Most children's records show initial discussions with parents about their children's starting points. Staff make reasonable observations throughout the session and link these to the areas of learning for each child. However, the starting points and regular observations are not used to inform future planning for individual children's progress. Staff do know their key children well and are clear about how to extend children's learning at source and demonstrate this mainly through structured activities at designated areas for learning. All children take part in group activities, such as story times and physical play. Some younger, less able children find these activities too complex and long for their capabilities and therefore distract the other children.

Children are developing a sense of safety. They learn how to use the environment safely through discussions and explanations from staff. For example, an older children holds the door open for younger children to access the outside area. Children listen to instructions relating to the safe use of equipment such as the trampoline and then remind other children of the rules. The interaction between staff and the children is close and caring. Adult support helps children to develop an awareness of their own personal safety.

Children's well-being and good health is encouraged throughout the session. Children actively make choices as to whether they play indoors or outdoors, accessing their coats to keep them warm and dry on a wet cold day. Children are involved in health and hygiene routines and know that they need to wash their hands prior to eating snacks and after toileting. Children confidently ask for drinks of water which are on a high table within the setting, realising the need to quench their thirst. Children eat healthily at snack time, helping themselves to fresh and dried fruit. They occasional take part in snack preparation such as sandwich making, choosing the filling for their sandwiches. Children are learning about the benefits of a healthy lifestyle. Children's dietary requirements are recorded and all staff are fully aware of restrictions for children attending.

Children are well behaved most of the time. On occasions children's inappropriate behavior is not noticed by staff and children do not always confidently conveys this behavior to staff due to their positioning around the room. Most of the time, children share and take turns, learning to co-operate and play together in social situations.

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	3
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	3

The quality of the provision in the Early Years Foundation Stage

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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	3
The extent to which children adopt healthy lifestyles	3
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