

Woodpeckers Preschool

Inspection report for early years provision

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Inspector Stacey Sangster

Setting address Quaker Lane, Cranbrook, Kent, TN17 2HF

Telephone number 01580 720195

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*.

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Description of the setting

Woodpeckers Preschool is a committee run group. It opened in 1998 and operates from single storey, purpose built premises on the outskirts of Cranbrook, Kent. The pre-school is open each weekday, term time only. On Mondays it opens from 9am to 12 noon, and on Tuesdays, Wednesday, Thursdays and Fridays it is open from 9am until 3pm. All children share access to a secure enclosed outdoor play area. The pre-school is registered on the Early Years Register and can offer care for up to 24 children in the early years age range. There are currently 45 children aged from two and a half to four years on roll. A number receive funding for early education. Children come from the local community and surrounding villages. The pre-school employs ten members of staff, all of whom hold appropriate early years qualifications. The group receives support from Kent early years advisory teachers.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, the setting meets the needs of children in the Early Years Foundation Stage well. Staff understand that each child is unique and they plan a programme of activities and care that reflect this. The setting has generally good systems in place to reflect on and review the policies and procedures, and to identify how these can be improved upon. The group is committed to continually improving the provision for children and the capacity to maintain continuous improvement is strong.

What steps need to be taken to improve provision further?

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

- make decisions of suitability for new staff by using evidence of checks, such as, medical suitability
- match observations to the expectations of the early learning goals to monitor children's progress and encourage parental involvement in children's learning and development.

The effectiveness of leadership and management of the early years provision

The safeguarding arrangements in place help to protect children effectively. The vetting procedure includes Criminal Record Bureau checks, references, proof of qualifications and proof of identity. Although, some staff have completed health declarations, the setting currently has no system in place to check the health status of new staff. The setting has a detailed safeguarding policy. All staff are confident about how to identify, record and report concerns about the children in

their care to promote their welfare effectively.

Equality and diversity issues are well promoted. The setting employs two staff who have undergone special educational needs coordinator training. All children are encouraged to learn basic sign language and this ensures that children with speech and language difficulties, those with a hearing impairment and those learning English as an additional language, are more able to integrate and communicate with their peers. The setting is well placed to support children with special educational needs and/or disabilities although they have no children attending who require additional support.

All staff support the self-evaluation process and the priorities focused on in the development plan are those which most improve outcomes for children. The staff and management are enthusiastic and passionate about developing their own skills and knowledge in relation to good child care practice. Some are engaged in degree level study and in 2009 a group of staff travelled to Scotland to find out about nature schools in order to enhance the outdoor learning opportunities offered to children. A strategic view of what needs to be done and by when is taken, to ensure that any change made is sustainable and that transitions are smooth. The focus at all times is on how the process impacts on children.

The partnership with parents is effective and systems for sharing a two way flow of information is well established in relation to care. The partnership with parents in relation to children's learning and development is emerging but is not yet fully embedded. Parents are not involved in providing information to support an initial assessment of where children are, at entry, in their learning journey and there is no effective system for sharing what achievements parents observe at home. The setting has an effective and well developed system for identifying if children attend other settings delivering the Early Years Foundation Stage and work well with these setting to share the information that each holds about children's progress. This helps to promote continuity for the children in the delivery of the Early Years Foundation Stage and enables a consistent approach if they identify any area of learning where the child needs additional support.

Resources in this setting are plentiful; are well maintained and are organised so that children can access them safely and independently. Staff are skilled at using the resources effectively to promote learning in all six areas of learning. A range of policies and procedures inform parents and guide the staff in the agreed practices and aims of the setting. Staff are familiar with the content of most of these and are aware of the need to refer to them when needed to ensure that procedures are consistently applied.

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

The setting has good systems in place to promote the welfare of children. Staff and children interact in a warm and friendly atmosphere and positive caring relationships are formed. Children are making good progress in their learning. The

setting operates a key person system. This appoints a specific member of staff to be responsible for monitoring and assessing children's progress. The system in place tracks children's developmental milestones rather than assesses how well children are making progress, as there is no benchmarking against the Early Years Foundation Stage taking place. This reduces the settings ability to identify and swiftly narrow any gaps that appear in children's development. Although the staff's sound knowledge of the Early Years Foundation Stage ensures that major discrepancies are identified and addressed.

Observations concentrate on what children can, rather than cannot do. The focus of each child's individual planning is based on an activity rather than a skill. This means that it is not always easy to monitor children's progress towards the expectations of the early learning goals. Children very much enjoy their time in this setting. They laugh frequently with staff and approach adults without hesitation to show them things, ask for help or engage them in discussions. They make decisions about what they want to play with and are consulted frequently by staff about their views; ideas and interests. The children respond well to the positive interaction of the adults and their peers. Behaviour is good and the children understand right from wrong as the staff provide them with gentle reminders and explanations about why they want them to do, or not do. Children learn about the local community and the wider world in which they live and they are developing a good understanding of diversity. They learn to access toys and resources safely and children's self esteem is supported by the care and attention that they receive and the positive images that reflect them and their family.

The children are developing skills to support them in the future. They work well together and cooperate in joint tasks. They demonstrate good levels of independence, particularly in relation to self care skills such as putting on their own coats, managing the toilet and engaging in routines to support their health, such as hand washing. The children are all supported to engage in activities which support them to be healthy. They access the outdoor play area on a daily basis and are encouraged to be active and engage in physical play as something which helps to keep them healthy and well. They learn about healthy eating and are developing a good understanding of what foods are good for them and those they need to eat in moderation.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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

Outcomes for children in the Early Years Foundation Stage	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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