

Swan Street Pre-School

Inspection report for early years provision

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Type of setting Childcare on non-domestic premises

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Introduction

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Description of the setting

Swan Street Pre-School opened in 1970. It operates from two rooms in the Baptist Church building in the village centre of West Malling, Kent. There are separate kitchen and toilet facilities. Children have access to a secure outdoor play area. There are two steps to access the building. It serves families from the local community and surrounding area.

The provision is registered on the Early Years Register. There are currently 40 children aged from two years to four years 11 months on roll. Children aged between three and five years receive funding for early education.

The pre-school is open five mornings a week from 9 am to 12 noon. On Monday and Tuesday children can attend until 3pm. Additional afternoon sessions are offered on Wednesday and Thursday afternoons from 12.45pm to 3.15pm. The pre-school operates term time only. Children attend for a variety of sessions.

The setting currently supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are eight members of staff who work with the children. 5 members of staff are qualified to Level 3 and 3 to Level 2. One supervisor has EYPS and BA (Hons) in Early Years Education.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The provision is good at meeting the needs of children because each child is respected by staff and treated as an individual. Staff keep good observation records on each child but more information can be gleaned from the records to help each child learn and develop more effectively. Since the last inspection the staff have worked on their policies and procedures to provide more effective care for children. This demonstrates a good capacity to maintain continuous improvement. Overall, children's needs are met effectively.

What steps need to be taken to improve provision further?

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

- improve systems to ensure that children's next steps are being clearly identified through the observational assessments and that these are used in leading future planning.

The effectiveness of leadership and management of the early years provision

The provider employs two supervisors who competently run the setting. They have consulted with staff to formulate further plans for improvement. Their self-evaluation is ongoing and includes parents' views of the setting. Staff are beginning to canvass the views of the children. For example, recording the children's favourite activities and asking them what additional toys they would like to play with. The rigorous and robust staff recruitment procedures are just one aspect of the provision's safeguarding children policy. Other procedures include ensuring staff Criminal Record Bureau checks are up-to-date and recorded and completing regular risk assessments on the premises. The good assessments include hazards which need to be monitored, such as the plants with berries in the garden. Children's well-being is promoted.

The play rooms are functional and presented well to the children. Children enjoy the cosiness of some of the designated areas, such as the book area, while enjoying the free floor areas enabling them to spread out their activities. Good quality storage allows the children easy access to their toys. Children use the space well and are able to choose their activities easily. The books, toys and wall posters have good positive images of race, culture and disability. Children participate in Christian festivals as well as learning about other cultures and their customs. Parents are fully involved in the cultural aspects of their children's learning; some provide food items from home for children to sample. Children learn that people are different. Those children who require additional services, such as speech therapy, are supported by the provision's Special Educational Needs Co-ordinator and their key worker. Children's individual needs are met.

Both supervisors have close working relationships with the local authority social services department in order to effectively work with families. All staff have completed Child Protection (CP) training and know the provisions safeguarding procedures well. Likewise, there are good relationships with local schools. The provision's procedures ensure children have a smooth transition to school. The provision engages well with parents. Parents' report that they are very happy with the service being offered to their children. Many older siblings have previously attended the group. One parent praised the provision for setting up a contact book for her daughter because she also attends a different setting. The parent has found the contact book very useful in relating information back to her child's key worker. The supervisor has plans to extend the contact book process to all parents. Information for parents is displayed in the entrance area and on playroom walls. They receive an informative newsletter each term. Parents report that they are asked for their opinions on any planned changes. Children receive consistent care. Children's development information is shared regularly with parents. Parents are able to comment in the record about their child's progress.

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

Children and parents are warmly welcomed onto the premises. Parents help children identify their coat peg and settle them in. Care information is shared with staff. Children excitedly share news with staff at registration time. Staff remind children of the activities on offer during the session and the sequence of events. This helps children to feel at safe and at home in the setting. Staff and children discuss new plans for activities. For example, the supervisor explained that this term she wants to make a big book of the children's favourite nursery rhymes. The children gave some examples of their favourites and sang them out to the group. The supervisor then suggested that the children might look for reminders for their favourite rhymes and place them in the large basket provided. Throughout the morning the children periodically placed items in the basket. One child found a small plastic sheep to remind him of Baa Baa Black sheep. Children are confident and active participants. Children are good at number work. They can easily identify how many, attribute written numbers to items and add groups of numbers together. They are also good at reasoning and problem solving. For example, they worked out how to retrieve a soft toy which was on the roof of the garden store with the help of a broom. They particularly enjoy small world play; ably constructing castles and other buildings for the small world figures. Their imaginations kept them avidly engaged for extended periods. Children are creative. They investigate the use of magnets and magnifying glasses and can use an array of push button toys such as tape recorders and musical keyboards. They use the large garden each day for physical activities.

Parents are involved in providing initial development information about their child which staff ably review and assess within the first few weeks of the child attending. The record comprises a good mix of short and extended observations, tracking charts, the child's unique journey reports and examples of children's work. However, the staff do not always make the best use of the information collected through observations to identify children's next steps. It is also not clear how the next steps inform the planning. Staff plan for a good mix of adult led and child initiated free play activities. Records show that children are making good progress towards the Early Learning Goals and are developing a good range of future skills.

Children are provided with snacks which are healthy and nutritious. Most of the children are proficient in preparing their own snacks and pouring their own drinks. Children can explain about germs and why they need to regularly wash their hands and when. They understand that some foods are good for them and help them to grow. They are also proficient in using the group's toileting procedures and are trusted by staff to take themselves to the toilet. Children participate in many healthy outdoor activities using seesaws, ride on toys and balls and hoops in the garden. They grow fruit and vegetables in the summer and enjoy eating the results. Children are adopting a healthy lifestyle. Children are respectful to each other and regularly help each other during activities. They happily share toys and equipment. They are keen to help staff set up the snack table and are prompt in clearing away at tidy up time. Children are regularly given the opportunity to

contribute their ideas for activities which staff note and act upon. Children make a positive contribution to the setting.

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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