

Capel Pre-School

Inspection report for early years provision

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08/03/2011

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

Capel Pre-School is a voluntary group run by a committee consisting of parents and representatives from the local community. It opened in 1974 and is situated in the village hall in Five Oak Green, Tonbridge, Kent. A maximum of 26 children may attend the pre-school at any one time. It is open each weekday, during the school term, from 08.30am until 11.30am and on Tuesdays and Fridays until 15:30pm. All children share access to a secure outside play area.

There are currently 36 children aged from two to under five years on roll. Of these, 26 children receive funding for nursery education. Children attend from the local area. The pre-school currently supports a number of children with special educational needs and/or disabilities. The Pre-school is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The pre-school employs six members of staff. Five members of staff including the supervisor hold a qualification to level 3. The setting receives support from an early years advisory teacher from Kent Early Years.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The staff have an extensive knowledge of the Early Years Foundations Stage. There are high aspirations for quality through ongoing improvement and a strong commitment for inclusion. The staff attend many courses to ensure they provide an excellent quality of care and education. This ensures they keep up to date with changes in legislation and any childcare issues. There are exceptional organisational skills, where the manager and staff use their self evaluation to plan a fun and purposeful curriculum. The staff provide great outcomes for the children in their care.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- increase opportunities for children to extend gross motor skills.

The effectiveness of leadership and management of the early years provision

The staff have a detailed and comprehensive understanding of safeguarding issues. All children are very well protected and staff are able to name the four

types of abuse, they can also recount the procedures to follow in the event of any concerns about a child in their care. The manager has also created a visitors fact sheet which it makes very clear how visitors are expected to behave and includes any use of mobile phones. This ensures the welfare of every child remains of paramount importance. Very detailed risk assessments are in place. They are completed daily and reviewed on a daily basis and actioned accordingly. The prevention of cross infection is given high priority, all these factors ensure children are being safeguarded exceptionally well.

There is a clear shared vision based on realistic goals which are achievable. The staff use their self evaluation form and this is highly effective in reflecting on their key strengths and areas for improvement. Any areas for development are discussed at team meetings to promote exciting opportunities for the children. The manager provides a good role model for her team and this results in staff feeling motivated and enthusiastic with a very good understanding of their roles and responsibilities. Yearly appraisals and regular training ensure staff feel valued and an important asset to the pre-school. All records and information for the smooth running of the pre-school are very well maintained. Policies and procedures are reviewed every committee meeting ensuring all information for staff and parents is in line with current legislation.

Outcomes relating to children's progress in relation to their starting points are exceptional. All resources, furniture and equipment are of high quality and age appropriate. Staff are skilled at using resources to help extend children's play and they ask open questions, allowing children time to think and organise their thoughts. Children are making excellent progress due to the setting they are in. The staff have put in place measures to ensure the pre-school is sustainable and have introduced recycling to help children learn and understand their environment. This helps children make a positive contribution and gain understanding about the community they live in.

Excellent partnership with parents and very good procedures to share information with others promote the welfare of all the children who are cared for. The partnership with parents supports successful learning and development for all children. Parents report that they feel the pre-school is outstanding and are fully supported and confident to approach staff should they have any concerns about their child. The manager and staff take into account children's view and suggestions about the pre-school to provide children with an environment in which they are included in the decision making. The effective liaison with parents and carers contributes to the improvements in children's achievement, well-being and development.

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

Children are making excellent progress in their learning and development. They independently access an extensive variety of toys and resources which supports their learning. The staff know the children very well and take their individual needs

into consideration when planning activities so all are fully included. Children engage happily in their play, which has a great variety of adult and child initiated activities. They explore sand, water, play dough, fabrics, paper, using scissors and glue sticks both indoors outdoors and are frequently involved in the preparation of healthy foods such as melon for snack time. Children are very busy in the pre-school and behaviour is exemplary. This is due to the great extent of purposeful play and the skill of staff in ensuring children do not become bored. Most children are competent achievers in terms of literacy, numeracy, creative and physical development. However, more opportunities to access large play equipment will extend children's gross motor skills. Some children can read and write their own names and solve problems without the support of staff. They really enjoy the role play area which is a veterinary practice and negotiate when bandaging sick and injured animals. This helps children take turns and learn vital social skills. Children particularly enjoy the freedom of the well resourced outdoor area where they can dig, paint and investigate living things. Children are very happy, settled and enjoy their time at pre-school.

All staff make planned and random observations on each child to record how they are progressing within the six areas of learning. This information is then used to move children forward at a pace that suits them. Staff work hard to follow children's interests and the planning reflects this. Children's folders contain examples of their achievements and these are shared with parents whenever they wish to see them. Staff have an excellent knowledge on how children learn and develop, and are able to help children reach their full learning potential.

All children show an exceptional understanding of the importance of following good personal hygiene routines. They take themselves to the toilet and naturally wash their hands before meal times. They make healthy choices of snacks and really enjoy playing outside in the fresh air. They see regular exercise as part of maintaining a healthy lifestyle. Children look at books that explain what foods are healthy and take pride in explaining why it is important to live a healthy lifestyle. All children show a strong sense of belonging to the pre-school. Displays of children's art work help them feel a sense of achievement and security. Children are confident and have great relationships with their peers and other adults. They have very high levels of self esteem and confidence which is encouraged by the staff using praise and encouragement. The exceptional organisation of the educational programme reflects rich, varied and imaginative experiences that meet the needs of all children exceedingly well.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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