

Burham Pre School Playgroup

Inspection report for early years provision

Unique reference number	127063
Inspection date	17/03/2011
Inspector	Jane Wakelen

Setting address	Burham Village Hall, Rochester Road, Burham, Rochester, Kent, ME1 3SH
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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

Burham Pre-School Playgroup opened in 1972 and transferred to the village hall in 1989. It operates from two rooms in a village hall in Burham, Rochester. The group serves the local area. The pre-school is situated in a residential area. It is open each weekday from 9.15am to 11.45am. On Mondays and Wednesday there is a lunch club from 11.45am to 12.20pm followed by an afternoon session until 2.50pm. The pre-school operates term time only.

This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. A maximum of 30 children may attend the pre-school at any one time. There are currently 38 children aged from two to under five years on roll.

There are seven members of staff, all of whom hold an appropriate early years qualification. The setting provides funded early education for three and four-year-olds. The pre-school is a member of the Pre-School Learning Alliance and receives support from the Setting Improvement Partner.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The setting is highly effective in meeting children's individual needs. All children make excellent progress in their learning and development, taking into account their starting points, because the staff have a strong knowledge of the Early Years Foundation Stage and implement it well. The thorough, well-planned observations support staff in guiding planning and identifying any children who need additional help through external agencies. Partnerships with parents and other professionals is outstanding. The supervisor and staff team constantly monitor the effectiveness of the setting and have completed a self-evaluation, which is regularly updated to identify the strengths and areas to develop within the setting.

What steps need to be taken to improve provision further?

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

- further develop snack time to encourage children to make choices, promote their independence and know about healthy foods
- extend opportunities for children to play in an environment rich in signs, symbols, notices, numbers and words

The effectiveness of leadership and management of the early years provision

Safeguarding is given high priority by the management and staff team to promote children's safety. All staff have completed training with the supervisor being the designated person. A comprehensive policy is in place which is fully implemented into the setting to ensure any concerns are addressed immediately and effectively. There is a robust system for the recruitment and appointment of new staff to ensure they are safe to work with children. This is further supported by annual appraisals and informal supervision to ensure children are well protected. Comprehensive risk assessments and daily checks are in place to identify any hazards. Staff put measures in place to minimise these, for example keeping harmful substances locked away, ensuring the kitchen door is kept shut and putting in covers on all sockets. A secure system for the safe arrival and collection of children further promotes their well-being, including a password system and daily diary to record information from parents.

Equality and diversity is actively promoted within the setting through activities, resources and the excellent partnership with parents. All children are treated with respect and valued as individuals because staff have exceptional knowledge of each child's backgrounds and needs. Staff are highly effective in integrating children into the setting and providing individual learning programmes to enable all children to reach their full potential. Children have wonderful opportunities to learn about different cultures, festivals and celebrations through planned activities, such as making the large dragon for the Chinese New Year. They use the world map to find the different countries and discuss the different clothes, ways of life and have opportunities to taste food using traditional Chinese bowls and chopsticks. Small world toys, jigsaws and books all reflect positive images of different cultures and disability to support children's knowledge of their community and the wider world. All resources in the setting are in very good condition and suitable for the age of children attending. Children are able to select activities organised by the staff, or make choices of additional resources from the storage trolleys or the choice folder. This contains pictures of all the available resources in the large storage cupboard which is not accessible by the children. However, signs and symbols within the environment are limited due to restrictions on displaying posters around the walls.

Excellent partnerships are developed with the parents. Parents speak exceptionally highly of all the staff and the setting as a whole and say how welcome they are made to feel. Parents are involved from the initial visit, completing forms with personal information about their child to termly contributions to their child's observation and assessment record through the 'unique story'. This regular two-way flow of information results in children receiving continuity of care and are able to make very good progress in their development. Parents are given regular newsletters and are shown the policies and procedures to enable them to understand the role and responsibilities of the setting. Their views are sought verbally and through questionnaires to provide the staff team with any ideas for improvement or suggestions for changes. Children's views are also sought through discussion, the choice book and keyworker groups to provide activities that meet their requests, needs and interests. Therefore, promoting excellent outcomes for

children.

The setting is highly committed to working in partnership with outside agencies and other professionals. They actively establish effective working relationships, involving the parents and the key person to meet children's individual needs. The setting has strong links with the local schools, especially the main feeder school. Excellent communication between the supervisor and the foundation stage teacher enables children to make a smooth transition into school. Children have good opportunities to visit the school for playtime, lunchtime and to visit their classroom enabling them to build their confidence and familiarity for their new setting.

The management of the setting are highly motivated and conscientious. This reflects in the enthusiasm and commitment by the staff to provide a high quality provision to meet children's individual needs. The supervisor and staff constantly self-reflect on the activities and opportunities provided for children and monitor their effectiveness. They monitor children's progress, together with their well-being and involvement to promote children's learning and development and to ensure the provision is meeting their needs. This robust system is reflected in the comprehensive self-evaluation and the excellent understanding of the strengths and weaknesses of the setting. Action plans are in place and regular staff meetings ensure continuous improvement to promote good outcomes for children. Comprehensive policies are implemented effectively and reviewed on an annual basis to ensure they contain up-to-date information to meet the requirements of the Early Years Foundation Stage.

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

Children benefit from the staff's excellent knowledge of the Early Years Foundation Stage and the exciting variety of activities and experiences they are offered. Staff are extremely well motivated and their enthusiasm reflects in the opportunities for children and the welcoming, caring environment children play in. However, due to the restrictions on use of the premises, there are limited signs, posters, symbols or numbers around the environment. All staff act as key people for the individual children and build strong relationships with them and their parents. They obtain full information on children's starting points when children start at the pre-school and use this information to plan individual activities and targets for each child. Therefore, enabling each child to develop to their full potential. Assessment, through high quality observations is rigorous and this information is used effectively to plan for each child, including contributions from parents.

Children arrive happily, eager to play with the activities selected by the staff and find their friends. Children explore the peat with the 'small world' animals, hiding them from each other and learning their different names and where they come from. They enjoy the sensory feel of the gloop, running their fingers to make trails, whilst absorbing their attention. The variety of construction materials engages children's attention as they join pieces together to make figures, monsters and robots. Children show fascination with the sand timers and traffic light timer,

gaining an understanding what the three colours mean. Children learn about countries from around the world and their celebrations, as they taste different foods, use the world map to find the country and make art and craft items relevant to the celebration, for example, The Chinese New Year. Children have opportunities to use a good variety of toys, learning about communication technology, for example they pretend to type on the keyboards, answer the phone and watch the screen on the small laptop as they press the different letters. Children enjoy looking at books on their own or with the adults, showing good attention and concentration. Children are beginning to write their names to label their work and have opportunities to make marks using a variety of mediums, on the table, on paper and when listening to music. This supports their hand and eye co-ordination, whilst learning to hold the pencils and brushes in a pincer grip.

Children use mathematical language in their play, for example, when using the dough, they remark 'I have a large circle' or 'I have made it smaller' when cutting the dough. They have opportunities to count, name and recognise shapes and match colours. Jigsaws, books and rhymes all further extend children's concept of number, although there are limited, printed numbers within the pre-school environment. Children develop excellent communication skills, talking to each other and the staff and show good listening skills during small and large group play. They develop exceptionally good skills for their future because of the strong progress they make in numeracy, literacy and communication technology.

Children are able to develop a good understanding about living a healthy lifestyle as children have daily opportunities to use large play equipment to support their physical development. Due to the premises, outside play is restricted because of a lack of adequate outdoor space. However, staff ensure outings to the local playing field and short walks to the allotment are offered regularly to enable children to benefit from fresh air. Children develop good hygiene routines. For example, they wash their hands before eating snacks and put tissues in the bin after using them for their noses. Staff ensure hygiene routines are followed to prevent cross infection at nappy changes and when cleaning tables before children eat, promoting their welfare. Snack time enables children to have healthy snacks, although a choice is not always made available. Children have access to drinking water at all times during the session and are able to pour their own drinks of milk or water at snack time.

Children show a strong feeling of security as they happily greet their key person and the other staff and confidently say good-bye to their parents. Relationships between the children and their peers is excellent and key workers play a large part in settling children in, with one child calling his key person 'his best friend'. Children approach staff to share stories from home or to ask for support if they need help with their aprons or writing their names. Children understand how to keep themselves safe as they use the scissors to cut paper, taking care to keep their fingers out of the way. Children understand why they must not run indoors and learn spatial awareness as they steer the tricycles around their peers. Staff place high importance on protecting children and share the pre-school rules with the children on occasions to remind them what they are. Children behave in an exemplary way and are regularly given praise and encouragement by the staff who value each and every child. They show a sense of belonging as they happily point

to their photograph on the tree and show delight as they find their photo and name place-mat at snack time. Children learn to take turns with the toys and use the sand timers to help them understand when it is their turn to use a particular toy or resource. Activities to promote children's understanding of the wider world are introduced throughout the year, with visitors coming in to talk to the children and excellent resources such as small world toys, jigsaws and books.

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	2
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

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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	2
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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