

# Hextable Kindergarten

Inspection report for early years provision

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<b>Unique reference number</b>	127244
<b>Inspection date</b>	23/03/2011
<b>Inspector</b>	Christine Hodge

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<b>Type of setting</b>	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

Hextable Kindergarten was registered in 1993 and is a committee run church group. The pre-school is situated in the halls of St Peters Church in the village of Hextable, near Swanley, Kent. The group has access to an entrance hall, two ground floor halls and two small first floor classrooms. The car park is used for outdoor play. The pre-school operates term time only, Monday to Friday, from 9.30am until 12.30pm. The pre-school is registered on the Early Years Register to care for a maximum of 35 children from two years to the end of the early years age group, at any one time. There are currently 34 children on roll in this age range. The pre-school receives funding for nursery education for three year olds and supports children with English as an additional language. A team of 12 staff are employed to work at the pre-school, seven of whom hold relevant early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The pre-school provides a safe and caring environment in which children are happy and confident. Overall, staff plan a sound variety of activities based on the six areas of learning of the Early Years Foundation Stage framework which help children to make satisfactory progress in their learning and development. Partnerships with parents and other professional are well established Children's safety and welfare is underpinned by well documented policies and procedures. Staff have started to complete the Ofsted self-evaluation form and use other improvement processes for evaluating and reflecting on practice. The pre-school demonstrates a satisfactory capacity to maintain continuous improvement.

## What steps need to be taken to improve provision further?

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

- create a stimulating outdoor environment that offers children opportunities for doing things in different ways and on a different scale to indoors and provide more opportunities for free flow play between the indoor and outdoor areas
- extend the range of resources and activities on offer to children, for example, to further develop their creative skills and to help them to learn that text carries meaning through better use of labelling
- allow children to help themselves to snacks and consider using snack time to further extend children's independent skills and mathematical learning by involving them in the preparation of snacks
- develop further systems for self-evaluation and reflective practice to enable

staff to identify the key strengths and weaknesses of the setting to improve the quality of provision for all children.

## **The effectiveness of leadership and management of the early years provision**

Children are kept safe because the pre-school has comprehensive safeguarding policies and systems in place to ensure that all staff are fully aware of their role and responsibility for protecting children and understand procedures for whistle blowing. Daily risk assessments ensure that any hazards in the halls and garden are identified and appropriately dealt with. Fire evacuation procedures are regularly practiced with the children. Although the pre-school has a low turn over of staff, rigorous recruitment procedures are in place to ensure that all adults working with children are suitable. All required documentation is in place and is well maintained.

Partnerships with parents are well established and parents collecting their children offer positive feedback on the care and information received from the pre-school. New parents are provided with a leaflet containing information on all aspects of the pre-school's practice, including the six areas of learning of Early Years Foundation Stage framework. The group has good procedures in place for finding out about children's starting points and parents are invited to attend regular parents' evenings to discuss their children's progress. Staff have made good links with other local pre-schools, nurseries and schools as well as other child care professionals.

Staff set out a range of activities and resources in both halls before children arrive at the setting. These cover the six areas of learning and include role play, a lap top, writing tables, a play dough table, a creative table, a puzzle table, sand tray and book areas. However, resources and activities are rather sparse and a little uninspiring. For example, creative activities are limited, the role play area is poorly resourced and opportunities for mark making and writing are not very motivating. Posters and pictures of numbers, letters and colours together with samples of children's art work are nicely displayed around the setting although picture and written labelling is less apparent.

Staff are supported in their continuous professional development and several members of staff have completed National Vocational Qualifications at level 3. The play leader has achieved a level 4 qualification, since the last inspection. Previous recommendations have been implemented and staff are in the process of completing the Ofsted self-evaluation form. Although the outside play area has been identified as an area for improvement, systems for reflecting and evaluating practice are not currently fully sufficient enough to ensure that weaknesses and key areas for improvement are identified and planned for.

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

Children are greeted warmly as they arrive at pre-school. They enthusiastically find their name cards, explore the activities on offer and begin to engage in a period of free play which includes a variety of child initiated and adult led activities. Children are happy and confident because practitioners provide a warm and caring environment. They make satisfactory progress in their learning because staff observe them, assess their progress towards the early learning goals and plan for the next steps in the learning. During the free play session children move freely between the two rooms although free flow between indoor and outdoor play is not currently an option. Later during the session children are divided into two age groups and each group has planned time for outdoor play when the main focus is on physical play riding on bikes, scooters and in cars, throwing and catching balls, bean bags and hoops. There are limited resources to encourage other areas of children's learning and development when playing outside

Adults support children by sitting with them, talking to them and joining in activities. Older children demonstrates increasing independence as they make choices about their play, take themselves to the toilet and pour out their own drinks at snack time. However, opportunities are missed at snack time to extend this further, as children are not encouraged to serve themselves from bowls and plates but are handed out snacks by a member of staff. Children use language confidently to organise their play and to talk to adults. They enjoy drawing and mark making activities at the writing table although resources are limited and opportunities are missed to extend this further in other areas of their play. Children enjoy listening to stories, in small groups, read by staff. Once a week older children are learning to speak French and to develop their listening skills through singing songs, counting, naming animals, insects and fruit and playing games. Children's creativity is not fully explored as activities such as free painting are not available on a daily basis. Children have great fun dressing up in the very good selection of dressing up clothes, however, the lack of resources in the home corner prevents children from fully extending their play. Children learn about the wider world on outings to a heritage centre to look at the flowers and trees and from visitors to the group such as the local fire brigade, community police officer and staff from a bird and animal Centre. They celebrate different festivals such as Chinese New Year and Divali to learn about different cultures and customs. Many children are competent at using the computer and enjoy a variety of programmes for matching and sorting, colour and number recognition. At group time children are encouraged to count the number of children present, to talk about the letter of the week, listen to stories and sing songs.

Children form good friendships, play well together and learn good social skills such as sharing and taking turns. Staff give gentle reminders to children about the dangers of running indoors and consistently praise and encourage children's achievements in order to promote their self- esteem and good behaviour. Children are encouraged to adopt healthy lifestyles. Staff teach them to be active and to understand the importance of fresh air and physical activity as well as adopting healthy habits and good hygiene practices. The pre-school has invested in two

portable hand washing units to ensure that children wash their hands with warm soapy running water before snack time and after going to toilet. Small individual hand towels are used for hand drying. Children can choose when they want to have a snack from the running snack bar which offers a choice of water or milk to drink and healthy snacks which include portions of fresh fruit, cheese, French bread and humus. Water is available for children to drink during the morning and staff have good procedures in place to ensure that children's special dietary requirements are met.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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