

Eccles Pre-School

Inspection report for early years provision

Unique reference number	127166
Inspection date	23/03/2011
Inspector	Susan Scott

Setting address	Methodist Church Hall, Bull Lane, Eccles, Aylesford, Kent, ME20 7HE
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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

Eccles Pre-School opened in 1975 and is run by a committee. The pre-school operates from a hall attached to the Methodist Church in the village of Eccles, on the outskirts of Maidstone in Kent. All children share access to a secure, enclosed outdoor play area.

The group opens five mornings and one afternoon a week during school term time. Sessions are from 9.15am until 12.15pm. The pre-school is registered to care for a maximum of 21 children under eight years at any one time; of these, none may be under the age of two. There are currently 31 children on roll, of which 25 receive funding for nursery education. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are five staff who work with the children; of these, four hold an early years qualification to level 2 or above.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy their time at the setting and their health and safety is supported effectively. Staff understand their role regarding safeguarding the children in their care and documentation for the safe and efficient management of the provision is in place. Overall children are offered a suitable range of activities that promote satisfactory progress towards the early learning goals of the Early Years Foundation Stage. Steps are taken to enable children to participate in all the activities available. Parents and other agencies involved with children are welcomed into the setting and positive relationships are established. Staff have taken some steps to evaluate the quality of provision and intend to make improvements to the service by using information and skills acquired on training.

What steps need to be taken to improve provision further?

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

- make systematic observations and assessments across all six areas of learning and development to identify learning priorities
- provide dual language books to raise awareness of different scripts and to match the languages spoken by families at the setting
- establish systems to monitor and evaluate the quality of inclusive practice and work in partnership with parents, staff and other professionals to

promote improvement.

The effectiveness of leadership and management of the early years provision

Overall, the steps taken to safeguard children and promote their health are good. The supervisor and staff meet the required levels of qualifications, have their suitability checked and are aware of how to respond in emergencies, for example, through practice of an emergency evacuation. Policies and procedures to safeguard children are in place and staff have a good understanding of their role in child protection. Children are kept secure inside the building and outside in the garden. Risk assessments are carried out, with any hazards noted and effective action taken to minimise the risks. Several members of staff who have completed relevant first aid training are always available.

Self-evaluation has been completed appropriately but has not been updated. Staff have regular meetings to review the provision and identify some aspects for improvement. Action taken ensures that children experience satisfactory learning opportunities and are offered support from staff that enables them to enjoy a variety of activities. Full consideration is not always given to ensuring children learning English as an additional language can actively participate in all activities or for children to express their choices of toys and resources; for example, there are some photographs of toys to help children should they want one that has not been put out but staff have to search to find these. While all children and parents are welcomed into the setting staff are not proactive in using resources to show how diversity is valued. Occasionally, staff move children without explaining what they want them to do. This does not promote children's understanding of how to act or use resources properly.

Parents speak positively about the setting and the progress their children make. There are systems in place to make parents feel welcome and encourage them to contribute their views on the provision through the use of 'my unique story'. Staff are developing their use of individual plans for children's learning but have not consistently sought or used advice from outside agencies. Partnerships with other providers are valued and their advice is welcomed.

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

Children are made to feel welcome and enjoy a variety of activities; for example, they engage in art and craft activities and participate in imaginative role play. They like to join in with singing and music sessions, using musical instruments to accompany songs. They enjoy frequent opportunities to participate in active outdoor play. They use the outside area to experience fresh air and vigorous physical play opportunities, such as the slide and climbing frame. Children build their confidence by using the sit and ride toys and bikes, with adult encouragement.

Staff use observational assessments to plan for individual children's progress. However, this is not fully effective in enabling all children to progress consistently across every area of learning. Staff help children to develop their skills through activities and routines but do not always consider how these may be extended, to offer challenge and further exploration. Sometimes, staff do not plan to help children learning English to engage in the activities. However, children are happy and enjoy activities that are self-chosen. They particularly enjoy staff participating in the activities alongside them because staff make suggestions and offer support and guidance.

Children are kept secure in the premises and outdoor play area. They learn to keep themselves safe by following the safety rules within the setting, which staff occasionally remind them of. Practising the emergency evacuation helps to familiarise all children with procedures to keep them safe, as do visits from the community warden and the road safety officer.

Staff promote children's good health by offering healthy food and drink, sometimes allowing children to prepare their own food. Children learn about hygienic routines and independently wash their hands; even the younger children are able to explain the need to have clean hands before they eat. This promotes their good health. Children enjoy social opportunities at snack time. They choose from fresh fruit with cheese biscuits and a drink of water or milk, which they pour for themselves. Staff ensure all children are offered an alternative snack if they do not like the one offered. Drinks of water are readily available so that children can decide to have a drink if they are thirsty. Procedures for protecting children from illness and infection are secure. Staff have procedures in place to ensure they follow parental instructions if children need specific medication.

Children learn considerate and appropriate behaviour. They learn from the good role models provided by the staff, who respond to children with explanations and sensitivity so they become aware of the needs of others. Children happily help to tidy up and understand they have to use the bin for rubbish. They participate in role play and enjoy playing with dolls and pushing wheeled toys, such as buggies. They access large construction blocks on the table top and enjoy building towers. During such activities staff acknowledge children's achievements and introduce appropriate mathematical language about size, such as 'how high'. Children learn about different shapes, colours and sizes through everyday activities. However, staff do not always plan to extend children's activities and learning by offering challenges or questioning their understanding.

Children enjoy art and craft activities. They use their own design ideas, such as cutting pictures from catalogues. Children are able to use technological toys and resources, for example, a camera or toy computer and have access to keyboards during role play. They can freely access suitable books. The children are keen to learn about the development of their tadpoles, through observation and discussion at the end of morning whole group time.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
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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Annex B: the Childcare Register

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

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