

St Matthews High Brooms Pre-School

Inspection report for early years provision

Unique reference number	127611
Inspection date	04/04/2011
Inspector	Joanne Wade Barnett
Setting address	St. Matthews Parish Hall, High Brooms Road, Tunbridge Wells, Kent, TN4 9DA
Telephone number	07788 664560
Email	
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

St Matthews High Brooms Pre-School opened in 1975. The pre-school is a committee run provision and operates from a church hall in Tunbridge Wells, Kent. Children have access to a small enclosed outdoor play area. The pre-school serves the local area and children attend for a variety of sessions. The pre-school is open each weekday during school term-times from 9.00am to 3.00pm.

The pre-school is registered on the Early Years Register and 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 48 children aged from two to under five years on roll. The pre-school is able to support children with learning difficulties and/or disabilities. The setting receives funding for early education for three and four-year-olds.

The pre-school employs 12 members of staff. Of these, seven hold an appropriate early years qualifications. The pre-school is a member of the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children arrive happily, eager to meet their friends. They make good progress in their learning and development towards the Early Learning Goals because staff have a secure understanding of the Early Years Foundation Stage requirements. All children are treated with respect and the positive relationship with the parents provides a secure, safe environment for children to fulfil their potential. The setting have completed a self-evaluation to monitor the effectiveness of its provision and have identified its strengths and areas to improve for the future.

What steps need to be taken to improve provision further?

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

- review the use of worksheets and templates when planning for children's creativity
- extend the observation, assessment and planning process to ensure children's next steps in their learning are used to fully inform future planning, to provide challenging, learning experiences to meet individual needs
- improve the organisation of everyday routines such as meal times to minimise the time children spend waiting passively

The effectiveness of leadership and management of the early years provision

Safeguarding is prioritised in this setting. All staff have been appropriately vetted to determine their suitability and they have good understandings of child protection issues. They are highly aware of the signs and symptoms that indicate abuse and neglect and they are confident about how to pass on concerns. As well as this, thorough risk assessments minimise the likelihood of accidents, while good teaching raises the children's awareness of how to stay safe. For example, children stop when staff start clapping a rhythm to alert the children that it is time to tidy away or children remind others about not putting fingers near the door on the walk-in cupboard in case they trap their fingers.

Toys and resources promote realistic images of diversity and children have every opportunity to learn about the differences between people in society. As well as this, the children celebrate a range of festivals, such as Easter and Chinese New Year which teaches children to respect diversity. Children have opportunities to taste different food, find countries on the map and partake in art and craft activities to support their understanding. Staff build up strong relationships with both the children and the families and have a good knowledge of each child's background and needs. This knowledge is used to seek additional support if necessary, from colleagues or interagency teams to ensure that each child gets the support they need. Resources are in good condition and suitable for the children's ages and stage of development. Resources are selected on a daily basis by both the staff and the children to meet their interests and to support their learning.

The systems in place for self-evaluation are good. Although reflective practice is viewed by staff as an important factor that affect children's development and learning, this is still evolving. Regular monitoring of activities and the provision as a whole enables staff to make changes and alter activities where necessary to meet children's individual needs. All recommendations have been addressed from the previous inspection, reflecting the continuous improvement to promote good outcomes for children.

Partnerships with parents is highly positive. Parents are very happy with the care their children are receiving and have the opportunity to share their views through questionnaires, contact books and daily, verbal communication. Parents complete the 'unique child profile' when their child starts at the setting, giving staff information about where their child is with their development. Parental contributions are then obtained on a regular basis, along with key persons comments about how their child is progressing under the six areas of learning. This sharing of information enables children to make good progress in their learning and development. Policies, procedures and documentation, including regular newsletters are shared with the parents enabling them to have a good understanding of the roles and responsibilities of the pre-school.

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

Children arrive happily and confidently. They find their name to self-register with their parents and hang their coats on named pegs before finding an activity of their choice. They freely move around the hall, making decisions about activities, such as jumping off apparatus or making 'gloop', with many children playing co-operatively with their peers, showing good relationships. Children have opportunity to play outside, with the majority of children choosing this option to use the equipment outside in the sunshine, enjoying the fresh air and developing large physical skills. They dig in the compost and pretend to plant flowers or ride on tricycles. Children use large amounts of straw in their play with farm animals, learning about their environment through observation and touch. Children develop their knowledge through art and craft activities finding out about working with colour, texture, shape, space and form in two and three dimensions thoroughly engaging their attention. Children use a range of construction materials to build, join and create structures whilst developing their problem solving skills.

Staff make regular observations of the children and record evaluations and next steps for their key children. Each observation is linked to the development matters and the area of learning, which informs the 'unique story' for each child. This is then shared with parents regularly for parents to contribute their comments on their child's development. This includes many of the children's pictures, photographs and comments by the staff. These are also shared with parents every term, with a comment sheet for parents to use, reflecting the good two-way flow of information and providing a lovely record of children's achievements for parents to keep, when they leave the setting. However, children's next steps in their development do not always fully inform the planning, resulting in some activities not always providing a challenge or meeting children's individual needs.

Mark-making items are easily accessed by the children and they are encouraged throughout the session to practise writing. Staff think of different ways to encourage a child who is reluctant to do this, for example, by using large sheets of paper or chalking and water painting outside. Electronic toys such as a shop till help children gain an understanding of information and communication technology, in addition to using the computer. They listen well to stories and are very keen to communicate, with staff supporting the less confident talkers well. Children gain an awareness of the wider world through some resources being available and by participating in activities such as making Easter pictures, although this is heavily influenced by staff using templates so the children's pictures look the same which makes it difficult for children to make creative connections.

Children learn about living a healthy lifestyle as they have daily opportunities to play in the garden or go for a nature walk to the local woods. Children have access to drinking water at all times during the session and show their independence at snack time pouring their own drinks, either milk or water. All children are offered a variety of fruit for snack time and sit in their key worker groups, learning social skills and having small group discussions with their key person, although this was less organised at lunch time as the children waited passively. Hygiene routines are

promoted with children understanding the importance of washing hands before eating and after using the toilet. They all use soap and paper towels, to prevent cross infection. Staff continue these good hygiene procedures and ensure all the tables are cleaned with antibacterial spray before children have snack and meal times. A sick child policy and health and safety policy are implemented effectively to promote children's well-being.

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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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