

Beresford Pre-School

Inspection report for early years provision

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Inspector Susan Scott

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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

Beresford pre-school was registered in 1987. It is situated in a scout hut in Rochester. A maximum of 26 children may attend at any one time. The pre-school is open each weekday during term time from 9.00am to 12.00pm daily and 1:00pm to 3.00pm Tuesday and Wednesday afternoon, term time only. All children share access to a secure enclosed outdoor play area.

A maximum of 26 children aged over 2 years can attend at any one time. The pre-school is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently 39 children aged from two to under five years on roll. Of these 32 children receive funding for nursery education. Children come from a wide catchment area. The pre-school currently supports a number of children with special educational needs, and children who speak English as an additional language.

The pre-school employs seven staff. Of these staff, including the manager, all hold appropriate early years qualifications and one member of staff has achieved an Early Years degree.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The uniqueness of each child is recognised by staff who provide excellent support for individuals, ensuring that all children make progress in their learning and development. Children feel safe because there are very good systems in place to safeguard their welfare and they benefit from easy access to a wide range of interesting and well adapted activities, resources and plans which take account of their interests. Children's welfare is successfully promoted through well understood procedures and skilful evaluation. The manager and staff work closely together to evaluate the provision and their capacity to keep improving is good. Children's good progress is underpinned by extremely positive relationships and good systems to involve and communicate with parents and carers.

What steps need to be taken to improve provision further?

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

- clarify the record of risk assessments to show clearly how identified risks have been minimised
- review the environment so that resources are appropriate, well maintained and accessible for all children

The effectiveness of leadership and management of the early years provision

Overall, the provision is good and some aspects are outstanding. Children's welfare is effectively safeguarded. The staff have a very good understanding of safeguarding as they attend training and have established well-understood procedures for dealing with concerns. There is a written induction system for new staff ensuring they are aware of safe practice. The staff involve professional agencies to support children effectively whenever this is appropriate. Children with additional needs benefit from the services of a translator and advice from the local authority specialists to encourage their progress and development. They enjoy good opportunities to visit the neighbouring school which enables smooth transitions for those who are moving on.

The staff carry out daily checks and there is a record of risk assessments. However, the risk assessments do not show how identified hazards are dealt with. Play resources are age-appropriate and staff use these well, allowing children to experience play and learning which is adapted to suit their ages and stages of development. There is a good range of interesting and varied resources in the outside play areas, to allow children to explore and experiment with them. For example, the staff support children who wish to mix water with glitter or mud and use these mixtures when playing. Play resources and equipment are cleaned and checked regularly to ensure they are safe to use but there is no record to show when this is done. Children often request resources and toys which are not already put out, though there is a good range provided, and staff readily provide this, although there is no system to show the newer children the full range of toys and resources they can ask for.

There are varied resources reflecting diversity and children enjoy using these imaginatively. The staff provide a service that is inclusive to all families and values all children. There is a clear focus on the individual needs of all the children who attend which enables staff to prioritise the learning and development needs of every child and promote experiences that enables them to thrive. Staff provide sensitive recognition of children's cultural identity by celebrating various festivals. Children with special educational needs and/or disabilities are consistently supported to reach individual targets outlined in their individual education plans which are shared with their parents or carers.

The staff complete a self-evaluation and identify improvements they intend to make. This ensures children continue to benefit from on-going changes made to the various play and learning experiences; for example, the staff continually evaluate activities to plan for children's progress. This continual review of provision allows staff to keep building upon the quality of the provision. A good awareness of the needs of children and participation in a variety of training invigorates the practice and enthusiasm of staff.

Parental contributions are valued, and children's views are sought to improve the provision. A good two-way flow of information ensures staff regularly make parents aware of children's achievements and can discuss any concerns they may

have. Information is shared when staff first visit children who are about to begin at the pre-school and the use of shared learning journals and regular reports enables continuing parental contributions. Parents say they have very positive relationships with staff who, they feel, enable their children to reach their individual potential. Parents express their great satisfaction with the service they receive and say they can easily see how much progress their children had made due to the good efforts of staff. Parents serve on the management committee and take on responsibilities which enhance the children's experiences. For instance, they operate a lending library for the use of children and they manage a range of administrative tasks such as dealing with payments. The children enjoy good opportunities to visit the neighbouring school which enables smooth transitions for those who are moving on. Children also benefit from the services of a translator and advice from the local authority specialists to encourage their progress and development.

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

Children enjoy a varied, challenging and interesting range of play activities to support their progress towards the early learning goals. There is a clear and systematic method for making frequent records of children's achievements and experiences. Records note observations of children's development and staff use these to assess their progress and to plan for the next steps in children's learning. All staff evaluate children's experiences each week and use this information to formulate plans for the following week. This means that staff take account of children's interests and learning styles to design activities which results in children who are very focused and involved in their activities.

Staff successfully support children's independence, and effectively promote opportunities for children to make their own choices. For instance, children decide to collect snails in the garden and access the wild area with staff assistance to find, observe and put the snails in a bucket. Staff are successful in sustaining children's attention, often enabling them to extend their play and learning for long periods by encouraging them to share their ideas and thoughts through skilful questioning and suggestions. This makes children confident as they feel valued.

Children play happily in this secure and well adapted environment as they feel secure and can enjoy opportunities that meet all their needs well. However, there are some low branches growing through the fence outside which, though noted in the risk assessment, represent a minor hazard in the environment. There are good measures in place to ensure children learn how to keep themselves safe, for instance, learning how to dress appropriately and take care when there is snow outside.

Children enjoy their time at the pre-school as staff recognise their skills and praise their achievements, encouraging further contributions and high levels of self esteem. Children's relationships with each other reflect the good role models of the staff who value children and treat them all with respect. They settle well as they meet staff who visit their home before they start at the pre-school. They develop

good social skills and derive great benefits from the social interactions at snack times as they use this as an opportunity to sit and talk with their friends, which they do for some time. One child fetches the jug and pours a drink for another child after helping himself to a drink and plate. This shows excellent cooperation and caring skills and it is evident children respond to opportunities to be independent and sustain their social interactions with each other well.

Children benefit from frequent opportunities to experience the outdoor environment, as they can use the outdoor play area as they choose, selecting resources to take outside and exploring nature. For example, they mix water with glitter to observe the effect, swishing it from one end of a shallow tray to another. They enjoy vigorous games such as 'What's the time Mr Wolf' and participate in singing and movement activities indoors, learning how their bodies respond to exercise. Children enjoy exploring a variety of natural objects and investigate natural resources, such as the insects and plant life outside. Children learn how to use binoculars, cameras and have access to the computer which promotes their confidence and understanding of technology. Access to the computer is carefully monitored to ensure they experience a health balance of other types of play promoting social and physical skills as well.

Children learn how to use knives and scissors through practical activities such as spreading toppings on their crackers at snack times and cutting items for craft activities. They enjoy using the resources for imaginative role play, including dressing up clothes and costumes which enable them to explore and learn about real life situations. For example, children like to wear the spaceman costume. They have great fun experimenting with the texture of shaving foam, rubbing, squeezing and finally, clapping so that it flies off their hands, to their amusement.

Children frequently enjoy sharing and using books, especially with staff who skilfully build upon their understanding of reading and develop their vocabulary. They learn to recognise their name on their name labels which they use to register themselves at snack and when they arrive. Children extend their understanding and knowledge of counting through everyday activities; for example, one child accurately counts out the number of chairs needed for the whole group, accurately reaching nineteen.

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	1
The effectiveness of safeguarding	1
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	1

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	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	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