

White Road Preschool

Inspection report for early years provision

Unique reference number	103867
Inspection date	08/06/2011
Inspector	Beryl Witheridge

Setting address	White Road Community Centre, White Road, CHATHAM, Kent, ME4 5UN
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Telephone number	01634 401961
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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

White Road Pre-School opened in 1945 and operates from one room in a community hall. It is situated in the town of Chatham, Kent. A maximum of 30 children may attend the pre-school at any one time. The pre-school is open each weekday from 8am to 3.30pm for 38 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 64 children aged from two to under five years on roll. Children aged two, three and four years receive funding for nursery education. This provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. Children come from the local catchment area. The pre-school currently supports a number of children with special educational needs, and also supports a number of children who speak English as an additional language.

The pre-school employs seven staff. Of these, all staff, including the manager hold appropriate early years qualifications. There are two staff upgrading their qualifications. The setting receives support from the Local Authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school is extremely effective in recognising the uniqueness of each child and catering for their individual needs, but children's independence is not always fully addressed. The children's safeguarding is paramount and more attention to evacuation procedures can enhance this further. The policies and procedures are competently implemented by committed and enthusiastic staff. Although staff appraisals are not currently taking place, this has been identified as an area for improvement. Recommendations made at the last inspection have been fully implemented and further improvements have been put in place. This shows that the provision is fully able to maintain continuous improvement. The rapport between staff and parents and the liaison with other agencies is outstanding.

What steps need to be taken to improve provision further?

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

- practise the emergency evacuation routine regularly so that all children know how to protect themselves in an emergency
- enable children to become more independent, such as, allowing them to pour their own drinks and serve their own food at snack time
- carry out regular staff appraisals to identify the training needs of staff and keep a programme of continuing professional development.

The effectiveness of leadership and management of the early years provision

The provision for safeguarding is comprehensive and thorough. Consistent procedures are applied, meeting Local Safeguarding Children Board requirements. Safeguarding policies are highly effective and staff know what to record and who to report to should they have any child protection concerns. Risk assessments are thorough, dated, identify hazards and indicate actions taken to minimise recognised hazards throughout the pre-school. These include preparation for regular and occasional outings. The vetting procedures for new staff are robust and ensure that the people caring for the children are suitable to do so. However, there is very little staff turnover. Clear and concise records of suitability and vetting procedures are maintained. Children practise an emergency evacuation procedure each term but not often enough to ensure that most children have been included. Considerable investment means that the hall and the resources provide children with an exciting, challenging and welcoming environment both indoors and out which meets their personal, developmental and learning needs.

Staff throughout the pre-school are highly committed in their drive for improvement and have identified areas for improvement for the future. Their knowledge and confidence ensures children's welfare, learning and development needs are very effectively met. The self-evaluation system is well established and reflects the ethos and aims of the provision. Staff, parents and children comment on activities, contributing to a climate of commitment and best practise. Past recommendations, for improvements have been addressed and further areas for development identified such as the need for meaningful staff appraisals, which will follow their professional development and identify training needs, and the introduction of a staff handbook. Policies and procedures are extensive and effective, applied by dedicated, caring, staff.

The playroom provides children with a welcoming environment where toys and play materials are enticingly arranged, strongly supporting individual enjoyment and achievement. Equality and diversity are a fundamental foundation to the aims of the pre-school which in turn supports the care and learning. Clear starting points are identified from information given by parents and regular observations and assessments of individual achievements are used to individually plan next steps to learning. Cultural and linguistic diversity is acknowledged and highly valued by staff who learn words from children's home languages so parents and children recognise that this is respected. Pictorial time-lines are displayed so that non-verbal children or those learning English as an additional language can rapidly adapt to routines and put meaning to words or phrases.

The partnership with parents, carers and others is outstanding. Newsletters, notice boards and delightful displays inform parents of children's daily experience. The observations and assessments build clear learning records of children's individual achievement and progress; these are shared regularly with parents three times a year, when they are able to discuss their child's development and to have an input into their future learning. Staff help to identify any concerns parents may have in

children's development and work with them and outside agencies, such as speech therapists, health workers and specialists, to ensure that children receive the best possible care. The staff are aware of children who attend other providers of the Early Years Foundation Stage or have additional carers. They work with these providers and the parents to extend children's learning and provide continuity of care. Staff visit other providers and the local schools with the children to ensure a smooth transition. Other providers also visit the children at the pre-school ensuring that children's well-being and learning are fully supported.

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

Children show they feel safe. They are happy, settled and secure because staff know and understand them well, are attentive and respond swiftly to their needs. They sit either on the floor when they are building construction, at the table where they are taking part in adult-led activities such as matching games, Mr Tongue exercises or taking part in art and craft work. They are all fully involved with the children during their outdoor play in the safe and secure play area which provides children with opportunities to explore, build camps, climb over the bridge, or hide below it, climb the stile or ride on the bikes, scooters, cars and seesaw. Experienced staff provide support as they listen to the children, asking them open-ended questions to help them think and problem solve.

Individual needs and interests are identified early and closely followed with expanded resources or activities that reinforce and focus learning. Information from observation and assessment is used very effectively when planning activities tailored to reflect differentiation. Starting points are clearly recorded and monitored, cover all areas of learning and ensure that gaps in children's development are recognised and planned for.

Imaginative resources are organised into accessible and attractive areas, the comfortable book/quiet area, the art and craft area, construction, information and communication technology table, the home corner, and musical instruments; all equipped with good quality resources. Storage boxes are labelled so that children can see what is inside. The garden is laid out to delight and entice children to explore the real world and their own capabilities; to experience a range of textures, smells and colours; to stimulate their interest in a healthy lifestyle and plant or insect life. The children have planted an orchard with plum, peach, pear, apple and fig trees as well as strawberries and raspberries. They also have planters with flowers in one and herbs in the other. They are able to grow and nurture these. They go on visits such as Howletts Zoo or the theatre. They have received visits from the fire brigade, the tooth fairy and the Zoo Lab; all of which are helping them to develop their knowledge and understanding of the world.

Children are learning to understand what foods are healthy and nutritious. They are offered snacks of breadsticks, crackers, fruit, and vegetables. They have access to drinks throughout the day. However they are not encouraged to develop their independence; staff cut the food for them and pour their drinks for them at

snack time. Parents provide the lunch for their children; if staff feel this is not as healthy as it could be they will speak individually to parents.

Children are learning to be patient, to focus and to take turns with resources. They play very well together, negotiating their roles when they are building with the construction making their 'candy machine' or playing with the large soft play equipment. They have a wonderful time when they put on their musical concert, using the instruments and taking it in turns to stand on the 'stage' and perform. They accumulate future skills and behaviour as they listen to what others say with support from staff who, as role models, speak calmly and provide time for each child to express themselves. Staff are good role models to the children. Overall, an inclusive and welcoming service is provided.

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	1
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	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