

ABC Preschool (Swalecliffe)

Inspection report for early years provision

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Inspector Gill Walley

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Type of setting Childcare on non-domestic premises

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Introduction

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Description of the setting

ABC Preschool at Swalecliffe is one of two preschool groups run by a Partnership of two individuals. It opened in 2009 and operates from one room in a purpose-built building. It is situated in Swalecliffe, Whitstable, Kent. This group is privately owned.

This provision is registered on the Early Years Register. A maximum of 26 children may attend the preschool at any one time. The preschool is open each weekday from 9am to 3.15pm for 38 weeks of the year. All children share access to a secure enclosed outdoor play area. There are currently 68 children attending who are within the Early Years Foundation Stage. Children come from a wide catchment area. The preschool can support children who speak English as an additional language or who have special educational needs.

The preschool employs 13 staff, nine of whom, including the managers, hold appropriate early years qualifications. Two members of staff are working towards an Early Years Foundation Stage qualification and some are working towards National Vocational Qualification at Level 3. The preschool works very closely with the adjoining primary school, the Children's Centre, the local authority and the partner setting.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children make very good progress at this very warm and welcoming setting. Activities are interesting and extremely well-organised and all children are fully included in these. There are extremely strong links with parents and with the adjoining school. The managers and staff have a very accurate understanding of the preschool's strengths and constantly strive for improvement, for example, by developing a system for tracking children's progress and comparing the progress of different groups. This helps them to evaluate the provision and its procedures rigorously. The preschool has an outstanding capacity to improve.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- extending children's understanding of healthy lifestyles by considering more ways of enabling children to use the fruit and vegetables grown in the nursery garden.

The effectiveness of leadership and management of the early years provision

All staff have a very comprehensive knowledge of safeguarding and child protection, and attend training regularly. They fully implement policies and procedures to ensure children's safety and are always extremely vigilant. Policies are discussed and amended routinely. There are robust recruitment and vetting procedures in place so that all adults who have contact with the children are suitable to do so. Security within the preschool is very good, because doors are locked and children are carefully supervised. Risk assessments are very thorough and carried out regularly to reduce the risk of accidents. Fire drills are practised very regularly so that children become completely familiar with the routine of how to evacuate safely. They are encouraged to take responsibility for their own safety, for example when closing doors.

Partnerships with parents is outstanding. They receive regular information through discussions with staff, newsletters and from their notice board. They say their children thoroughly enjoy their time at the preschool and feel they make especially good progress in their social skills and their understanding of letters and sounds and also in overcoming shyness. Key staff keep parents and carers well-informed about their children's progress at consultation meetings. They share the children's learning journals with them and keep them informed of special events. They invite parents to help which ensures they understand the framework and how they can be completely involved in their children's learning. Parents contribute to planning by telling the staff what their children have enjoyed doing at home. Partnerships with the host school are exceptionally strong, for example, the children use of the school's outdoor environment. More able children join the Reception class for phonics sessions which ensure that they are challenged well. There are very good links with school staff so that children have a smooth transition to full-time education. There are strong partnerships with outside agencies to support children with special educational needs and/or disabilities, and those who speak English as an additional language. The setting also works very closely with its partner setting to exchange good practice and provide good training opportunities for the staff.

The preschool is extremely well led and managed and staff meet regularly to discuss planning and areas for improvement. There are very good self-evaluation systems in place which include parents' and children's views. The layout and organisation of the outdoor area has been developed well and now provides many exciting opportunities for children to explore and investigate the outdoor area. The managers drive ambition very well so that the children make extremely good progress. This is observed closely and used to help staff to know precisely what learning opportunities each child needs next. Good progress has been made in addressing the recommendations from the previous inspection. In particular, staff provide many opportunities for children to develop their independence, for example, by pouring their own drinks. Staff are much more aware of policies. They actively promote equality and diversity and work very hard to ensure all children are fully integrated into activities. Staff work extremely well together and enhance their qualifications and expertise through training opportunities.

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

Children achieve very well in all areas of learning because activities are well-planned and organised. Staff encourage the children to choose what they want to do and there are exciting topics such as pets, fruit and vegetables and space.

Children behave extremely well and are kind, thoughtful and considerate towards one another. They share their toys very well and help with the tidying up routine. Staff have a consistent approach to managing the children's behaviour and have excellent relationships with them. They know each child as an individual. Children have chosen some rules which help them make good choices. Children learn to take turns and the staff praise them constantly to develop their confidence and self-esteem. Festivals such as Diwali, Christmas and St. George's Day enrich their experiences and give them an excellent appreciation of other lifestyles, customs, dress and food. Children with special educational needs and/or disabilities, and those who speak English as an additional language, are fully included in activities.

Children make healthy decisions at snack time and learn about the importance of exercise. They develop a very good understanding of keeping healthy and safe. They learn to use equipment safely as they prepare their fruit at snack time and when they are cooking. They develop their physical skills well as they ride their bicycles and climb on their pirate ship. They enjoy nature walks in the school grounds. They learn how to solve problems and the adults challenge them with questions about their learning. Children learn how to cross the road safely and benefit from talks on safety from the fire and police services. They find out a great deal about the world around them through visits to local places such as the library, the beach and shops, and rides on the bus.

The children have their own committee which enables them to express their views about the provision, for example the choice of fruit at snack time. The environment is rich in letters and numbers so that children can learn very well independently. There are many toys which enthuse the boys and motivate them to learn extremely well. The staff also use every opportunity to reinforce and extend learning, for example by counting the pieces of fruit at snack time.

Children are very keen to participate in a good range of interesting activities. They develop very good creative skills and enjoy exploring many textures during "messy play". They practise their speaking and listening skills when they play in the fruit shop and when they put on plays for their families to watch. Children can count and identify letters and simple shapes. They enjoy practising their counting skills through singing songs and nursery rhymes. They learn about how plants grow by growing vegetables in their new garden, but they do not always have the chance to sample their produce. The staff monitor children's progress rigorously so that they can be sure that they are making equally good progress in all areas of learning. Overall, children are prepared extremely well for their future learning experiences.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
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	1
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

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
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	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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