

Crockenhill Pre-School

Inspection report for early years provision

Unique reference number	127132
Inspection date	20/06/2011
Inspector	Sarah Morfett

Setting address	Crockenhill Village Hall, Stones Cross Road, SWANLEY, Kent, BR8 8LT
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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*.

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Description of the setting

Crockenhill Pre-school opened in 1982. The pre-school is privately run and operates from a large hall and one other room in Crockenhill Village Hall near Swanley, Kent. A maximum of 36 children may attend the pre-school at any one time. The pre-school is open each weekday from 9.15am to 11.45am for 38 weeks of the year. All children share access to a secure enclosed outdoor play area.

The pre-school is registered on the Early Years Register. There are currently 34 children aged from two to the end of the early years age group on roll. The pre-school is in receipt of funding for the provision of free early education to children aged three and four years. Children come from a local catchment area. The pre-school currently supports a number of children with special educational needs and/or disabilities and also supports a number of children who speak English as an additional language.

The pre-school employs seven members of staff. Five of the staff including the managers hold appropriate early years qualifications and two staff are working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have access to a broad range of activities which promotes their learning and development well and overall, helps them to move forward at a good pace. Most policies and procedures are implemented well and promote children's safety within the setting. Partnerships with parents and other professionals are good and contribute to children's ongoing development effectively. The setting has successfully addressed the recommendations from their last inspection which shows they are committed to maintaining continuous improvement. However, the self evaluation process is not yet fully robust enough to identify priorities for development that will further improve outcomes for children.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- keep a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 04/07/2011

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

- strengthen the use of reflective practice and self-evaluation to identify strengths and priorities for development that will continuously improve the quality of the provision for all children

The effectiveness of leadership and management of the early years provision

Effective policies and procedures are used to promote children's welfare and well-being within the setting. Designated staff, who are responsible for safeguarding within the setting, attend regular training and cascade this to the rest of the team to ensure that everyone has up-to-date information of the current child protection procedures. These are reflected in their well written policy which is based on the local safeguarding board procedures and helps to protect children from possible harm or neglect. The staff take responsibility for checking the setting, resources and equipment on a daily basis to ensure that the environment is safe and suitable for children to play in. However, the setting have not developed a clear system to record when risk assessments are carried out, by whom, date of review and any action taken following a review or incident. This is a breach of a welfare requirements. Staff are vigilant throughout the session. Therefore, the impact on children's safety is minimised.

Resources are effectively deployed within the setting, are in good condition, age appropriate and help children to achieve the targets the staff set for them. Children move around freely making choices about what they play with therefore gaining independence. Staff deploy themselves effectively to give children maximum support whilst they play and learn. This means that children become confident learners through good staff interaction. Equality and diversity is incorporated into all areas of practice. Staff are committed to identifying children's additional needs as early as possible and work well with other professionals to secure the support they need to help them make good progress in relation to their starting points. The staff have a good knowledge of each child's background and individual needs and use this information when planning to ensure that all children's needs are met.

The partnership with parents is good. A regular exchange of information with parents is carried out at the beginning and end of each day providing them with details of their child's well-being. They have access to a good range of policies and procedures which underpin the setting's good practice and ensures they are well informed of the care their children receive. They are kept informed of news, events and any changes within the setting through a regular newsletter. There are systems in place for them to share their views, through a parent questionnaire. Parents are able to see children's observations and assessments upon request and are actively encouraged to add comments which means they are fully included in their children's learning and development. Good links are forged with the local authority Schools Improvement Partner (SIP), speech and language therapists and special educational needs advisors who help to support the children, parents and setting so children can reach their full potential.

The managers and staff have clear aims for the development of the setting and progression of the children. However, they have not fully implemented an evaluation procedure which will help them identify priorities for the development of the setting. They have worked hard as a team to develop and move the setting forward and have successfully addressed all of the recommendations from their last inspection, for example, interaction between staff and children has improved consequently children's learning experiences are extended well. This shows their desire to maintain continuous improvement.

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

Children are happy and settled in the setting which provides children with good opportunities to make progress across all areas of their learning and development. Each day they are greeted warmly by staff who spend time chatting to parents and children making them feel welcome. Children quickly settle into a familiar routine and move around the setting with confidence. Staff use a variety of effective teaching methods throughout the session, they know when to join in and guide children's learning. They ask children open questions to extend their learning; for example, asking 'how', 'why', and 'where' as they play makes children think about what they are doing. Children are happily engaged and focused in the activities and staff are very attentive, ensuring children's emotional and social needs are well promoted.

Children enjoy a varied and interesting range of play activities to support their progress towards the early learning goals. They enjoy role play, for example, pushing dolls in buggies, pretending to make dinner and going shopping using a real child-sized shopping trolley. This means that children can explore familiar situations and begin to make sense of them. They listen to their favourite music through headphones moving to the sounds and signing along. They have use of a laptop and educational programmes to extend their learning opportunities and help them develop good information communication technology skills as they navigate the programmes using a specially adapted computer mouse. Children show very good physical skills, for example, that they can move their bodies well as they pretend to walk like crabs. One child leans back on their hands and feet and move themselves along the floor; others copy and are pleased that they can move this way too. They show good balance as they use stepping stones balancing from one to another. Children develop good control of their bodies as they learn how they move.

The staff team has recently identified that the observational assessment system was not working effectively for them or the children. So with support from their early years advisor they have adopted a new planning and observation system. This is in its infancy, but is beginning to show how children are making progress. The staff record details of what children can do when they first start so they have a firm base to move children forward. They carry out regular observations which are clearly linked to the six areas of learning and show how children are developing in each area. This is then evaluated, a next step for each child's

learning is identified and discussed at the end of the week between all staff. They then use this information to inform the planning so that activities are based on children's interests and meet their individual needs. As a result children are moving forward in their learning and development at a good pace. Staff provide parents with a half term report to share children's achievements and progress and have further plans to encourage parents to contribute to their children's progress records.

Children's health and well being is encouraged through good procedures. For example, children automatically wash their hands before snack time, help themselves to snacks which are healthy making choices about the fruit that they eat for instance they choose apple, pear, orange or grapes. This helps them understand what foods are good for them. They show independence as they pour their own milk or water to drink. Therefore they are beginning to adopt healthy lifestyles.

Children begin to learn about safety by following simple rules. For example, staff remind them not to run inside because this is dangerous. Children learn to keep themselves safe as they take part in regular fire drills. Any behaviour issues are dealt with appropriately by staff, who get down to the children's level and explain why the behaviour is not acceptable in a calm manner. Children are encouraged to be nice to each other and staff prompt them to say sorry when needed. Staff praise children frequently and offer encouragement where they see they are trying hard. This means that overall, children behave well and make the most of their time in the setting.

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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