

Swanley Preschool Kindergarten

Inspection report for early years provision

Unique reference number	127670
Inspection date	01/07/2011
Inspector	Sarer Tarling
Setting address	Christ Church Centre, Kingswood Avenue, Swanley, Kent, BR8 8AN
Telephone number	01322 662870
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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

Swanley Pre-School Kindergarten was registered in 1989. It is a privately owned group which operates from church premises in Swanley, Kent. It is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

The kindergarten is open term time only from 9.30am to 12 noon on a Monday and Friday and offers sessions from 9.30am to 12 noon and from 12.45pm to 3.15pm on a Tuesday, Wednesday and Thursday, when children may also bring a packed lunch and stay for both sessions. Children have access to a small secure enclosed outdoor play area all year round.

A maximum of 48 children may attend the kindergarten at any one time. There are currently 72 children aged from two years to under five years on roll. When eligible, children receive funding for nursery education. The kindergarten supports a number of children with special educational needs and those who speak English as an additional language.

The kindergarten employs 15 staff, of whom 12 hold an early years qualification at level 3, and one at level 4.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Staff demonstrate an excellent knowledge of the Early Years Foundation Stage Framework, children's individual needs and how they learn. Staff strive to create an environment where children truly flourish and where they experience a wonderful foundation for their learning and development, providing them with excellent skills for the future. Highly effective partnerships between the pre-school staff, parents and other agencies ensure individual children's needs are met and their protection assured. The staff team are enthusiastic, extremely dedicated and committed to maintaining and further developing their exceptionally high standards.

What steps need to be taken to improve provision further?

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

- continuing to develop the outside area in order to further extend opportunities for children to benefit from the programme for Knowledge and understanding of the world.

The effectiveness of leadership and management of the early years provision

Children's safety and welfare is of paramount importance. Recruitment, vetting and induction procedures are robust and ensure that children are cared for by suitable adults. An in-depth induction procedure ensures all staff, students and volunteers have an excellent knowledge of the setting's policies and procedures. On-going appraisals, and a firm commitment to training, not only further staff's qualifications but result in a knowledgeable team who provide an excellent service which reflects current practice and ensures the needs of children and families are extremely well met. All of the required documentation is in place and maintained to a high standard. The policy for safeguarding is thorough and details the designated staff and management responsibilities, supported with further documentation from the local authority. Staff demonstrate a comprehensive awareness of safeguarding issues and ensure any concerns are dealt with effectively by working collaboratively with parents and appropriate child agencies. As a result, vulnerable children are extremely well supported and safeguarded.

Children clearly benefit from detailed risk assessments and records show the actions taken by staff to manage or eliminate any potential hazards of the premises, the equipment and the activities. Ratios are high and staff are extremely vigilant which enables children to play safely indoors and outside. In the event that a child has an accident, they are well protected as management ensure the staff team keep their first aid knowledge up-to-date. Children confidently take part in emergency evacuation drills which are arranged to take place when children are located on the first and ground floor and also when parents are present during dropping off or collection time. Children's safety on outings is given as much consideration. High visibility jackets are worn by all and children understand why they must hold onto the walking rings during the journey.

The leadership and management team have high aspirations and inspire staff to sustain the excellent standards. Staff deployment is excellent as they each take on responsibility for specific tasks which helps ensure the smooth running of the setting. As a result, morale is exceptionally high, staff feel valued as their skills and capabilities are fully recognised and utilised. This has a positive impact for children as they are very well supported and make excellent progress, in relation to their starting points, in all aspects of learning and development. Children arrive happy and eager to participate in the activities set up for them but they are also able to make decisions for themselves about the activities they would like to take part in.

Staff work hard to create a welcoming environment where toys and play materials are of a good quality, well presented and easily accessible for all children. Staff recognise that equality and diversity are fundamental to care and learning; all children and their families are welcomed and each one is respected as an individual. Staff plan experiences which help promote children's understanding and appreciation of the wider community. For example, children learn about festivals and celebrations, they sample food from other countries and cultures prepared and

brought in by parents and they visit and perform songs at a sheltered housing scheme. Children with English as an additional language benefit from positive working relationships between staff and their families. Staff use a photographic time line to help children understand what is happening and to explain what is coming next. Children are becoming active members of the local community, helping to plant flowers in the town centre, promoting a sense of belonging.

Parents receive excellent information about the setting and their child on a regular basis through verbal and written communication. Key staff gain an excellent knowledge of each child's backgrounds and individual needs from parents when children first start at the setting, enabling them to plan for their learning experiences. Parents are welcome to spend time in the setting and are given a clear visual image of the activities their children enjoy as they can look through the many photo albums and watch the DVD recordings staff make. Children's unique profile records are available for parents to see at any time and they are invited in each term to meet with their child's key person to discuss the assessment of their child's progress. The next steps in children's learning and development are discussed, giving parents meaningful input into their child's future learning. Parents spoken to were full of praise. They are extremely happy with the care and attention given to their children and say their children are settled, happy and progressing extremely well. Partnership with other practitioners involved in early years care and education is highly regarded as they work together to plan individualised support for children who have a variety of special educational needs, successfully adapting the provision to meet these needs. The pre-school initiates links with local schools, easing transition when children move on.

The enthusiasm of staff and the leadership team is commendable. They embrace the culture of self-reflection and evaluation which takes the setting from strength to strength. Recommendations made at the last inspection have been acted on; for example, the book area has been made cosy and inviting and children can access the outside area throughout the session. Material canopies provide cover from the sun or rain so the children play outside in all weathers. Staff have a variety of opportunities to develop priorities and plans for the future such as weekly team meetings, use of the Ofsted self-evaluation form and feedback following a detailed and objective observation from the local authority. Staff, parents and children comment regularly on how the pre-school is run, making suggestions, contributing to best practice and encouraging self-motivation and a commitment to the future of the pre-school. For example, staff and parents are keen to expand and improve the outside area further, giving children more opportunities to dig, plant and harvest vegetables, stimulating their interest in plant and insect life.

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

The pre-school is a highly stimulating and welcoming environment where children feel exceptionally safe and develop a strong sense of belonging. Staff give a warm

welcome and charts and posters, depicting positive images and supporting children's learning in all areas are displayed. Staff are very aware of the importance of developing children's personal, social and emotional development and young children have a sense of security as they are able to keep hold of their special comforters while settling themselves into the routines. Staff are very attentive and respond swiftly to children's needs, sitting with them and joining in with their chosen activity, focusing on what interests the child. This truly motivates children's learning by encouraging them to experiment, explore and embrace learning, developing their skills for the future.

Staff organise each child's profile book to clearly demonstrate their progress to parents. Key persons use their observations and assessments of children taking part in activities to identify next steps in the learning and development; they plan for each child accordingly to ensure their individual and unique needs are being addressed and accommodated. The owner oversees the records of progress and analyses these in order to gain a good understanding of where the staff need to focus their learning priorities for individuals, resulting in exceptional progress for all the children.

Children make rapid progress as excellent support is given by staff who introduce mathematical vocabulary and encourage children's perception and problem solving skills. For example, while playing with real money children are encouraged to add and subtract the different values of coins and to work out which number blocks will make the weighing scales balance. Children eagerly and competently operate the computer, taking part in interactive games. Children enjoy time where they explore scents, textures and the properties of dough, water and sand providing many opportunities to use a range of tools. Staff are helping children to learn about sustainability and to respect the limitations of the planets resources. For example, they water the strawberries and peppers they are growing using rain water, use recycled materials in their art and craft work and have visited the recycling centre to learn what happens to our rubbish.

Children are articulate and talk about experiences confidently, actively engaging in conversations with staff. Name cards and mark-making resources are readily available indoors and outside so that children can independently draw or write when they choose. As a result, many children recognise and can write their own names. Well presented, good quality books and story telling props encourage children into the quiet area. Staff are skilled in reading stories and children have tremendous fun playing a part and using their puppet to interact with the other characters. Staff ease children's transition into school by inviting them to a more structured afternoon once a week where they work independently or in small groups with their key worker and learn useful self help skills, such as changing their own clothes and putting on plimsolls for a 'PE' session.

Children are totally engrossed in their play as they use their imaginations and act out real life experiences using the role play equipment. Staff spend time creating enticing areas, such as a safari, hair salon, train and travel agent to stimulate children's curiosity. Plastic props have been replaced with real equipment and enhance children's experiences. For example, they use real pots and pans in the home corner and are able to listen to each others heat beating using the

stethoscopes at the doctors and hospital. Children readily enjoy group time for singing and action rhymes. They sing loudly and join in with tremendous enthusiasm.

Staff are exceptional role models who have high, yet realistic, expectations of children's behaviour. Children have an excellent understanding of what is expected of them as staff regularly remind them of the rules. Children demonstrate an excellent understanding of safety issues. For example, they tell the inspector why it is dangerous to walk around with scissors and why only four children at a time are allowed on the climbing frame. Children respond extremely well to the visual traffic light system which clearly indicates how well they are behaving throughout the session. As a result, children are developing respectful attitudes; they use their good manners and are learning to negotiate with each other over the use of resources. Staff recognise individual children's capabilities and encourage them to review their own work and achievements ensuring all are rewarded with a sticker or certificate of achievement before going home.

Children are able to make healthy and nutritious choices from the varied options of snacks offered. They pour their own drinks and sit together in small social groups chatting to each other and a member of staff. Children are able to explain the importance of following good personal hygiene routines in the bathroom and rigorously practise them, mostly independently. There are few children, who still need support with their personal care, or to have their nappy changed; the procedures in place ensure that they are safeguarded and their privacy protected. Staff ensure all equipment is clean, paying particular attention to bathrooms and sanitising the tables before children eat at them.

Children engage in a wide and varied range of physical activities and staff talk to them about the importance of regular exercise as part of a healthy lifestyle. Children learn to balance on stilts, work out when to jump over a rotating bar, scramble through tunnels, run under the parachute and even use the child size exercise equipment and treadmill. Parents are invited to watch the children take part in fun races at the annual sports day.

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

The quality of the provision in the Early Years Foundation Stage	1
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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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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