

Freshfields Pre-School

Inspection report for early years provision

Unique reference number

127198

Inspection date

07/10/2011

Inspector

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Type of setting

Childcare - Non-Domestic

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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

Freshfields Pre-School opened in 1999. It is one of two privately owned settings in the area. It operates from the village hall in Whitfield, near Dover, Kent. The pre-school has access to a hall, toilets and an outside area. There is access for people with disabilities and disabled toilets are available. The pre-school serves the local area and surrounding villages. The pre-school is registered on the Early Years Register to care for 30 children. There are currently 41 children in the early years age range on roll. The pre-school is also registered on the compulsory and voluntary parts of the Childcare Register. Funding for nursery education is received for children aged two, three and four years. The pre-school opens five days a week, term time only. Sessions last from 9am to 12 noon on Monday, Tuesday and Wednesday, and 9am to 12.30pm on Thursday and Friday. The pre-school opens in the afternoon on Monday and Wednesday from 12.30pm to 3pm. Children attend a variety of sessions each week. The pre-school has experience caring for children with special educational needs and/or disabilities, and children with English as an additional language. There are seven staff members including the owner who work with the children. All staff hold an early years qualification to at least National Vocational Qualification (NVQ) level 2 and all regularly attend short courses. One member of staff is currently undertaking a further qualification. The pre-school receives support from an early years advisor.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children are engaged, motivated, challenged and make good progress in their learning through effective adult support. Children's welfare is promoted as staff consistently implement robust health and safety procedures and meet their individual needs. The welcoming environment is thoughtfully set out and children feel safe, settled and supported by staff who are skilled at interacting with them. Partnerships with parents are strong overall, their views are welcomed and respected, and their input is sought and valued. Staff and management have a clear vision for the future, and work as a strong team to maintain continuous improvement, and improve outcomes for children.

What steps need to be taken to improve provision further?

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

- build on the two-way flow of information with parents, for example, by simplifying the systems for informing them of their children's progress.

The effectiveness of leadership and management of the early years provision

The pre-school is well managed, with good measures in place to help ensure children's good health and safety. Staff are knowledgeable about safeguarding issues and procedures, and are therefore able to help keep children safe effectively. All staff are well qualified, and committed to providing good experiences for children, and support for families. Management supports staffs' development, providing good opportunities for training.

Equality and diversity is well promoted. Effective action is taken to narrow the achievement gap for children, which gives them a good start in their learning. Events such as making cakes to sell for charity encourage children to think about those less fortunate than themselves and develop an awareness of diversity. Staff's extensive experience and knowledge of working with children with special educational needs and/or disabilities results in these children and their families getting prompt and appropriate help and support.

Staff put energy and thought into setting up the environment daily. Therefore, children move around safely and have plenty of opportunities to choose resources and initiate activities, or join in adult-led activities. Huge improvements to the outdoor area have resulted in children being able to access this area in all weathers. Staff are developing play and experiences in this area and considering further improvements by monitoring children's involvement in the use of the resources and activities on offer.

Management and staff are committed to ongoing improvement, and they have clear and well targeted plans to improve outcomes for children. For example, they plan to increase links with local schools in order improve children's transitions.

Staff work hard to include and involve parents in their children's learning and activities. Events such as the 'Rhyme Time Challenge' encourage parents into the setting and give them ideas for activities to do with their children at home, to help their language progress. Parents learn about the current theme via a notice board, inviting them to contribute ideas. Staff are currently considering new and interesting ways to inform parents about their children's progress. Some current methods are complicated and do not fully promote a shared understanding of children's learning. Where children attend other settings, such as childminders, relevant information is exchanged to promote good continuity of care and learning for the children.

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

Children's progress is consistently good across the areas of learning. Staff are skilled at recognising and responding to children's interests and building on these, so children enjoy meaningful and challenging learning experiences. Children's

progress is monitored from when they first join the pre-school. Tracking sheets build on initial information from parents and are used to effectively chart children's progress. The systems used for monitoring children's progress also identify any gaps in their learning. As a result, staff are able to plan and provide experiences to help children progress in all areas of learning.

Children benefit from a wide range of exciting events and activities. A visiting footballer encourages their coordination, and they think about shapes and colours in the community during walks. They use their imagination well in the role-play area, pretending to dry and straighten hair. They solve problems as they help to lay the table for snacks, discussing how many more plates they will need. Plenty of opportunities for mark making, such as in shaving foam, helps their pre-writing skills to develop. They develop pre-writing skills as they 'paint' on the fence with brushes and water. 'Attention and listening groups' significantly improve children's communication skills.

An effective key person system helps to ensure that children know who their special adult is, and therefore feel safe and secure within the setting. Children who are settling in are treated with sensitivity, they are gently encouraged to join in, and provided with their favourite toys.

The rules are understood by the children, who behave well according to their ages. They say 'stop and listen' when the bell rings. They respond to adults' high expectations when they say 'I know you can do this' for example, when using a knife to spread butter. The current theme of 'feelings' encourages children to be kind consider others, and they know they must look after another child who is crying. Children develop a good awareness of personal safety. For example, they race on bikes, thinking about road safety and using their imaginations as they stop at pretend traffic lights.

There is a busy atmosphere, with all children engaged in their chosen activities. Children are forming a very positive attitude to learning, experimenting and exploring, and making choices. Children are encouraged to keep themselves healthy, choosing and preparing fruit and vegetables, commenting that they like green grapes. Visitors, such as a fitness trainer, foster children's interest in sport, and encourage them to think about the effect of exercise on their bodies. Overall, the range of experiences available to children, help them to develop good skills for their future learning and development.

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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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