

Pierremont Park Pre School

Inspection report for early years provision

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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

Pierremont Park Pre School opened in 2005 and re-registered in the current premises in 2011. It operates from a hall situated in Pierremont Park, Broadstairs, Kent. There are separate kitchen and toilet facilities. Children have access to a small secure outdoor play area. There are no restrictions to access the building. The pre school serves families from the local community and surrounding area.

The pre school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of 30 children in the early years age group over two years of age. There are currently 63 children within this age range on roll. Children attend for a variety of sessions. The pre school opens five days a week, from 8.45am until 3.45pm for approx 38 weeks of the year, term time only. Children aged two, three and four years are funded for free early education.

The pre school currently supports children with special educational needs and/or disabilities and children who are learning to speak English as an additional language. There are nine members of staff who work with the children; eight of whom hold a relevant National Vocational Qualification at level 2 or above. The manager is currently undertaking an early years foundation degree course. The pre school has achieved the county quality assurance mark.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children feel especially loved and cared for in an exceptionally nurturing and stimulating environment, where they develop extremely positive attitudes to learning. Children make excellent progress from their starting points in almost all areas, as a result of staffs' expert ability to plan for each child's learning and development. Staff protect children's welfare meticulously through careful and thorough organisation. Management lead the pre school staff exceptionally well; all the staff share a vision for the future and are passionate about providing an excellent service for children and parents. Staff fully support the children through developing exemplary partnerships with parents and other professionals. They are highly skilled at purposeful self-evaluation, which enables them to consistently build on their outstanding practice and raise standards further to continually enhance outcomes for all children.

What steps need to be taken to improve provision further?

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

- increasing the range of indoor resources, equipment and activities that offer stimulating and interesting physical challenges with plenty of opportunities for physical activity.

The effectiveness of leadership and management of the early years provision

Leadership and management is a significant strength of the nursery. Staff safeguard children extremely well as they have an excellent understanding of procedures to follow in the event of a concern. Highly effective risk assessments and comprehensive documentation successfully facilitate the safe and efficient management of the pre school, and therefore enable staff to make the needs of the children a top priority. The dedicated staff are extremely enthusiastic about their continuing professional development. Frequent attendance of training courses enhances their skills and knowledge and very effectively drives future improvement to benefit children. Adults also undertake higher qualifications. For example, one member of staff has achieved Early Years Professional Status and another is currently undertaking an early years degree.

Managers have exceptionally high aspirations for the pre-school, and staff share and take responsibility for the pre school's vision for the future. The pre school's capacity to improve is very strong. Staff have considerably improved outcomes for children and their families. For example, they have introduced a computer area and parents inclusion in events, such as sports day. Furthermore, the pre school has worked hard to achieve a county quality assurance mark.

Staff work very effectively with children who are learning to speak English as an additional language. They enable children's communication skills to develop extremely well and therefore successfully integrate within their group of peers. The staff group is culturally diverse and they bring their traditions and cultures into the pre school, helping children to learn about and experience the wider world. Excellent links with other professionals ensures that children with special educational needs and/or disabilities get early assistance and support in order to make maximum progress. Adults carefully monitor the progress of individual children, and use this information well to narrow any gaps in children's achievements and learning. There are strong links with the local community, so children develop a great sense of belonging, make a positive contribution, and see different people. For example, the children visit a local residential home to sing to the residents.

Children benefit greatly from a stimulating and welcoming environment with an excellent range of resources set out effectively to enable them to be independent and active learners. They confidently move the resources around the room, using them innovatively and purposefully, initiating their own play and solving problems.

Staff are passionate about the importance of working in partnership with parents. They use a variety of successful ways to include and involve parents in the pre school and in their children's learning. They seek their views via questionnaires, and invite them to parents' evenings when key persons discuss individual children's

wellbeing, needs and progress. This highly successful system of communication results in parents being well informed and building trusting relationships with staff. Parents report immense satisfaction with all aspects of the provision; they feel welcome, supported and included. Parents have good opportunities to follow up and extend children's learning at home. For example, staff produce a leaflet offering ideas of ways to support children's developing communication and language skills at home.

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

All children's make excellent progress from their starting points as staff skilfully plan for each child's development using a variety of types of observation, including videos. Adults interact exceptionally well with the children, providing a perfect balance of adult-led activities to introduce new skills and free play following children's interests. Staff offer high levels of interaction, playing alongside the children, for example, drawing pictures with them and helping children develop their early writing skills.

Children love story time when adults make up a story, rather than read a book. They show fascination for a story about aliens in the garden and listen with delighted attention. Adults take time to listen to the children, appreciating and encouraging their long imaginative accounts of their experiences at home. This encourages children's imagination, enables them to develop communication skills, gives them confidence and shows children that what they say is valuable.

Children show that they feel especially safe and settled within the pre school. Parents report that their children have strong bonds with their key persons and frequently chat about them at home. Children access their own boxes, where they have photographs of the important people in their lives. After a quick chat with staff, children return to playing, feeling safe and reassured. When children start attending the pre school, families are offered home visits. Children see their key person in their home, and adults find out about children's cultures and routines. This system contributes hugely to children's feelings of security and sense of belonging in the pre school.

Children are spontaneously kind to one another. For example, they finish painting and offer a chair to a child who is upset waiting. They understand the concept of fairness and sharing, for example, stating that it is not fair for another child to have three dolls. Staff consistently show that they value children's conversation and they listen to children's stories. This results in children being extremely confident speakers; a skill which will help them greatly in their future learning. Children show high levels of involvement, asking questions continually, being inquisitive and motivated. Their information technology skills increase as they become enthralled in using interactive computer games, laughing as they watch dinosaurs on the screen fall over backwards when fighting over food.

Snack time is an extremely enjoyable time for children. They enjoy healthy food and act independently, lingering over the washing up as they chat. Adults skilfully engage them in conversation about nutritious food, so children know which foods are good for them. Together, they discuss how they eat up all their broccoli at home and their favourite healthy pizza toppings. Although there is no enclosed outdoor play space, staff compensate well for this by taking children out daily, for example, to local parks to use large apparatus. However, indoors there are not always innovative opportunities for children to engage in a wide range of physical activities that offer stimulating challenge and interest.

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

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|--|---|
| 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

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|--|---|
| 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

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| 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 | 2 |
| 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

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| 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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