

Danson Aunties

Inspection report for early years provision

Unique reference number	EY434888
Inspection date	17/04/2012
Inspector	Chris Hodge

Setting address	Danson Youth Centre, Brampton Road, BEXLEYHEATH, Kent, DA7 4EZ
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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*.

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Description of the setting

Danson Aunties Pre-School which was formally St Andrew's Pre-School was registered in October 2011 and is privately owned. It operates from a self-contained unit within the grounds of Danson Youth Centre in Brampton Road, Bexleyheath, in the London Borough of Bexley. The pre-school also has use of the creche rooms in the next door children's centre, the adjoining sports hall, the sports field and a secure outside play area. It is open from 9am to 12noon, five days a week, term time only and serves the local community.

The pre-school is registered on the Early Years Register to care for a maximum of 40 children in the early years age group; of these, not more than 12 may be under three years, and of these, none may be under two years at any one time. The pre-school receives funding to provide nursery education for three and four-year-olds and supports children with special educational needs and or/disabilities. A team of six staff work with the children, five of whom hold a recognised childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school provides a friendly, inclusive and stimulating environment where children make good overall progress, in relation to their starting points. Staff use their good knowledge of the Early Years Foundation Stage to ensure planning for children covers the six areas of learning. Staff work well with parents and carers to ensure children's individual needs are consistently met, although links with other settings children attend are less established. Children's welfare and safety is given high priority and is underpinned by comprehensive written procedural documentation. Effective systems for evaluation of the setting and practice are in place to ensure continuous improvement. The manager and staff team demonstrate a clear commitment to ongoing training and working with the local authority to support their aims.

What steps need to be taken to improve provision further?

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

- increase the use of picture and written labelling throughout the setting to further promote children's early reading skills
- develop links with other early years settings children attend, to help provide continuity in their care and learning
- provide children with the opportunity to make independent choices about when they want to have a snack and to dish up their own snacks and drinks.

The effectiveness of leadership and management of the early years provision

The pre-school has comprehensive safeguarding policies and systems in place, to ensure all staff are fully aware of their roles and responsibilities for protecting children. A high priority is given to risk assessment and children's safety. Regular fire drills ensure that staff and children are familiar with the emergency evacuation procedure. The pre-school has rigorous systems in place to check that all adults working with children are suitable to do so. Five staff currently hold a valid first aid certificate. All required documentation and records are in place and are well maintained.

The pre-school welcomes all children and their families and fully promotes inclusion through activities, positive image play resources and comprehensive policies. Children with special needs and/or disabilities are well supported. Staff establish good relationships with parents and carers. They work in partnership to ensure that children's individual needs are consistently met. The pre-school operates an open door policy and has good systems in place for sharing information. Parents are encouraged to contribute and to be involved with their children's learning. Parents collecting their children say they are very happy with the care provided and their children's progress. The pre-school is committed to working in partnership with other childcare professionals. However, links are yet to be established with other early years settings children attend although staff have tried.

Although staff provide children with an interesting, well-equipped, and welcoming environment, limited use is made of picture and written labelling. The hall and outside play area are set out attractively with a wide range of play resources and activities that cover the six areas of learning. This encourages children to be active and independent learners. Staff work well as a team and build up secure relationships with children. They demonstrate a strong commitment to providing good quality care and to continually improve outcomes for children. All staff are involved in the self-evaluation process and suggestions obtained from parent questionnaires are used to inform areas for future development. Staff work with the local authority and attend regular training courses to keep their childcare knowledge up-to-date.

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

Children make good overall progress towards the early learning goals because practitioners have good information about their starting points, observe them closely and carefully plan to meet their individual needs. Observation and assessment is used effectively to plan activities that are linked to the six areas of learning. Activities are also based on children's likes and interests and support the next steps in their learning. Planning includes a good balance of adult-led and child-initiated activities and takes into account children's starting points and

capabilities. Children have good opportunities for both indoor and outdoor play.

Children are happy, confident and enthusiastically engage in the wide range of indoor and outdoor activities on offer to them. They show a strong sense of belonging and form close relationships with their friends and with adults. They develop good communication skills as staff spend a lot of time playing with them, talking to them and extending their learning. Children are becoming increasingly confident in using language to organise their play and engaging in conversations with adults. For example, a three year old girl is very keen to tell me all about her trip to the zoo with her cousins during the Easter holidays. Children enjoy sitting in the comfortable and well resourced book area and spend time looking at books of their choice. They have great fun joining in the actions to the story 'Going On A Bear Hunt' at group story time. However, because of the limited use of labelling opportunities are missed to further promote children's early reading skills. Many children confidently recognise and write their own names and are beginning to link letters and sounds. Staff are skilful at using activities to encourage children's counting skills and to help them recognise colours, shapes and numbers. Children experience a broad range of art and craft activities and have good opportunities for role play. Various themes and topics celebrating different festivals, help to broaden children's knowledge and understanding of the wider world. Planting activities and nature walks on the large field encourage children's awareness of the natural world.

Children are encouraged to adopt healthy lifestyles and learn about staying safe. They understand the importance of good personal hygiene routines such as hand washing after using the toilet and before snack time. Children take part in lots of physical activities in the sports hall and outdoors in the garden and on the sports field. The pre-school promotes healthy eating by providing children with healthy snacks such as cheese, breadsticks and fresh fruit. At snack time activities are cleared away, children sit at tables in a large group and staff dish out the snacks. Consequently children cannot decide when they want to have a snack and their play is sometimes interrupted. Also they do not have the opportunity to serve themselves or to be involved in preparing snacks. The pre-school has good systems in place to ensure children's special dietary needs are met. Children are confident, relaxed and enjoy their time spent at the pre-school because staff recognise their skills and consistently praise their achievements. They behave well, play nicely together and develop important skills to support their future learning.

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	3
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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