

Nettlestead and Wateringbury Pre-School and Out of School Club

Inspection report for early years provision

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Inspection date	14/05/2012
Inspector	Karen Scott
Setting address	Nettlestead & Wateringbury Pre School, Maidstone Road, Wateringbury, MAIDSTONE, Kent, ME18 5ER
Telephone number	01622813120
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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

Nettlestead and Wateringbury Pre-School and Out of Schools Club opened in 2010. It operates from one main room, with use of the entrance lobby, office, kitchen and toilets in a purpose built building next to the village hall. Children have access to an enclosed outdoor play area. The pre-school is situated in the village of Nettlestead. It is open each weekday from 7.30am to 6pm for 38 weeks of the year. The out of school club runs from 7.30am to 9am and from 3.15pm to 6pm, Monday to Friday. The pre-school runs from 9am to 3pm weekdays.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children under eight years may attend the group at any one time. There are currently 50 children aged from two to 11 years on roll, of these 35 are in the early years age group. Children attend for a variety of sessions. The group currently supports a number of children with special educational needs and/or disabilities, and also supports children who speak English as an additional language.

There are 12 members of staff, 10 of whom hold appropriate early years qualifications to at least National Vocational level 3. One member of staff is working towards a further qualification. One member of staff has early years professional status. The setting provides funded early education for two-, three- and four-year-olds. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit from playing in a stimulating environment where a very high regard is given to their safety and well-being. This results in children having an excellent comprehension of safety issues too. Play is child centred and children make choices about what they play with from a very well resourced environment which is warm and welcoming overall. Each child's uniqueness is highly valued and the professional, caring and competent staff know the children very well, continuously enhancing their learning experiences. Strong partnerships with others caring for children help them to meet individual needs and promote continuity in children's learning. The setting continuously evaluates, valuing the views and opinions of others to offer an ever evolving service that continuously improves outcomes for children.

What steps need to be taken to improve provision further?

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

- extend ways to encourage parents to contribute to their child's learning and

- development records
- celebrate further children's achievements and skills through recognising them as valuable contributors to the welcoming environment.

The effectiveness of leadership and management of the early years provision

Staff have a comprehensive awareness of safeguarding issues. They participate in safeguarding training and are aware of their roles and responsibilities towards protecting children. Thorough and robust risk assessments help to keep children safe when at the setting and on outings. Staff ensure that they place themselves around the setting according to where children are playing in order to keep them safe, as well as support them. Any identified risks are shared with everyone so all are aware and acted on immediately. Children show an excellent awareness of safety issues and how to keep themselves safe. Children play in a warm and welcoming environment overall, where they have easy access to a vast range of toys and resources that are in excellent condition, offering a range of learning opportunities. The highly effective deployment of staff is helping children to flourish. They are highly skilled at watching children, picking up on their needs and deploying themselves appropriately.

Everyone connected to the setting is committed to improvement and all contribute to the evaluation process. Other settings are visited and ideas for good practice shared. Staff attend regular training, cascading to others what they have learnt. Parents' and carers' views and opinions are listened to and used to help improve outcomes for them and their children. Ideas for improvement are identified, actioned and assessed to ensure that children benefit from attending an ever evolving provision. Adults know the children that they are caring for very well, enabling them to meet their individual needs very effectively. The environment is arranged to ensure that toys and resources are accessible to all, ensuring that all children feel included. When children have additional needs these are identified quickly and specialists report that children's complex needs are being met resulting in them being fully included. Constantly working together staff discuss how to support children, sharing knowledge, understanding and skills to ensure good outcomes for children. Children who learn English as an additional language enjoy looking at books in their home languages and a range of different festivals are celebrated. Staff adapt the routine to meet the individual needs of children, resulting in children settling happily.

The setting is highly committed to working in partnership with others. They visit other settings that children attend, working together to promote children's development. Staff work closely with the school to help to ease children's transition to formal education. Staff have formed a strong cohesive partnership with others offering specialist care, and this is helping children to make excellent progress in a highly supportive environment. Parents and carers are welcomed warmly to the setting and are encouraged to become involved by sharing skills with children such as making bird feeders, sending resources in for others to enjoy such as musical instruments and by staying and playing. The entrance lobby has a wealth of information to support parents and they particularly enjoy looking at the changing

photographs of their children engaged in a wealth of activities. Parents may look at their children's 'Unique Stories' whenever they wish and are encouraged to add to them achievements that their children make so that they can share in their learning journey. However, this is not always successful. Parents are also given ideas of how to continue children's activities at home. Overall parents and carers are very well informed about the setting and working with key persons is helping children to make excellent progress. Parents and carers say that they are very happy with their choice of childcare and highly praise staff interaction and the positive experiences that they provide for their children.

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

Children take pride in the bright and interesting environment that they play in, sweeping up spilt sand and mopping painted floors, for example. They help themselves to toys and resources as they know what is available and happily tidy away afterwards. Children have formed strong friendships with their peers and the adults. They are kind and compassionate towards each other, empathising with and supporting each other. They are polite and are excellent at turn taking and sharing as they receive fantastic support from staff. Children self-register and enjoy looking at the photographs of each other, talking about friends who are not there that session. Children receive much praise and take pride in their creations, being keen to take artwork home. However, this results in a limited amount of work being displayed to further celebrate children's achievements and build on their self-esteem. Visitors from the local community such as police officers help children to develop their knowledge and understanding of where they live. When participating in a range of festivals children focus on how families celebrate, making it meaningful to them.

Children show an extremely strong sense of security and feeling safe within the setting. They readily approach the staff for support, knowing that concerns will be taken seriously and reassurance helps them to participate with enthusiasm. Children's understanding of safety issues is exceptional due to the excellent input from staff. For example, how to stay safe when travelling is introduced into role play and children give clear explanations as to why it is important to sit still on trains. Children are encouraged to undertake sensible risks, supported by staff who continue to give clear explanations as to why we behave in certain ways which also results in children showing an excellent understanding of how to behave.

Children have an exceptional understanding of following good hygiene routines. They are independent users of the bathroom and wash their hands before eating without reminders. They help themselves to tissues to blow noses and dispose of them afterwards. Children make choices about playing in or outdoors and regularly access the local park and wooded area, building on their understanding of the importance of regular fresh air and exercise as part of a healthy lifestyle. Children take charge of their own well-being, resting in comfortable areas when tired and letting staff know when they are hungry. Snacks are healthy and nutritious and children help in the preparation of them, independently pouring their own drinks

and tidying up afterwards.

Children play in an environment that richly promotes all areas of learning. They make choices about what they play with and benefit from being able to move resources around, both in and outdoors, building on experiences. Planning is based on children's interests and needs and staff are excellent at reacting immediately to this knowing that if they waited for another day enthusiasm may wilt. For example, the role play area is regularly adapted to meet children's current interests. Children learn mathematical concepts as they play supported by staff who encourage them to calculate at snack time, for example. Children measure themselves on the doorframe and record their name and the date. More children add to this and compare their heights. The environment is rich in written and verbal words. Words are placed in the role play area, for example, and children match them to products in there and use them to write shopping lists when playing. Questioning is used skilfully to extend on children's leaning and children show very good comprehension and understanding. One to one stories are enjoyed and children join in with their favourites. Role play is a particular strength and children move resources around the setting to construct a train, for example, taking on roles and playing cooperatively. A large range of art and craft resources are easily accessible and children help themselves, creating individual pieces. There are many opportunities for children to develop their physical skills. They practice their pre-writing and writing skills when playing, building on their competence in fun ways. Children visit the allotment regularly where they grow and harvest their own vegetables which are then cooked and eaten. The computer is used with confidence and other programmable toys build on children's confidence in this area. After watching builders children constructed their own wall using large wooden bricks, mud and water. Children are active learners, creative and think critically as they play. They are making excellent progress through the developmental stepping stones in a child-led environment supported by skilled staff who facilitate their learning and development. They are extremely independent and are developing very strong skills for the future.

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	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
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	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	2
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