

Tower Pre-school

Inspection report for early years provision

Unique reference number	137372
Inspection date	18/07/2011
Inspector	Rebecca Hurst

Setting address	Orpington Baptist Church, Station Road, Orpington, Kent, BR6 0RZ
------------------------	---

Telephone number	01689 877265
-------------------------	--------------

Email	
--------------	--

Type of setting	Childcare - Non-Domestic
------------------------	--------------------------

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Tower Pre-School was registered in 1988. The pre-school is managed by a board of Trustees appointed by the church, including parent representation of children attending the group. A day to day pre-school leader is employed to manage the group. The pre-school is situated within church premises in Orpington in the London Borough of Bromley. The group uses a large hall and small hall with associated kitchen and toilet facilities. There is a secure garden and a secure courtyard available for outdoor activities.

The group operates from Monday to Friday between 09.20 and 12.20 for 38 weeks a year, during term-time only. Additional afternoon sessions are available on Tuesday and Friday between 13.00 and 16.00. Children attending come from the surrounding local community. They may attend for a variety of sessions.

The pre-school is registered for 32 children between two and under five years at any one time. There are currently 53 children on roll. Children receive funding for pre-school education. The group supports children with learning difficulties or disabilities and children for whom English is an additional language. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

A team of 11 staff work directly with the children, including the pre-school leader. All of these hold a relevant childcare qualification.

The pre-school receives support from the local early years team and the special educational needs co-ordinator. The group is a member of the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy and settled because the staff at the pre-school create a safe and secure environment, where children are valued and supported. Staff help the children to feel comfortable whilst they attend the setting. Warm, positive and trusting relationships enable children to feel safe and secure. Staff evaluate the activities and experiences that are on offer to the children, seeking to improve their learning opportunities. The pre-school has a good capacity to maintain continuous improvement, because all staff seek to improve their knowledge and understanding of children's early years through further education and training opportunities.

What steps need to be taken to improve provision further?

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

- consider ways to fully enhance the development of children's independence skills during snack time, in particular the preparation of the fruit
- clearly record differentiation for more and less abled children in the focus activities, to bring about best possible outcomes for all children

The effectiveness of leadership and management of the early years provision

All staff have a good understanding of child protection and how to safeguard the children in their care. Detailed risk assessments take place and fire drills are carried out. This ensures children are cared for in a safe environment and are aware of what they need to do in an emergency. All staff have Criminal Records Bureau checks in place and the committee have good procedures in place to check the staff's suitability.

All resources are arranged well to allow all children to have independent access to them. Children are given choices of what they would like to have out on the main carpet area, this enhances their independence skills. The children learn about the wider world around them, through well thought out activities, resources and planning. The staff make good use of their relationships with the parents for them to come into the pre-school to teach the children about their festivals and celebrations.

Good relationships with the parents and other agencies greatly benefits the care and learning of the children. Regular newsletters ensure that the parents are kept up to date with any changes within the pre-school and any forthcoming events. The preschool works closely with other agencies to ensure children with disabilities and/or learning difficulties have their needs met through their individual education plans. This area is a strength with the preschool as it provides supportive care for the children. The preschool's self-evaluation process is effective as they are able to clearly highlight the pre-school's key strengths and the areas they are working to improve. The preschool is responsive to its users as they are all involved in the self-evaluation process and their views are taken into account and the staff work with these to make any changes necessary, such as the extension of the opening hours to allow for afternoon sessions.

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

Children are happy and settled whilst they attend the preschool. Warm, positive and trusting relationships enable children to feel safe and secure whilst they are in the care of the staff in the preschool. Staff are at hand to offer cuddles of reassurance and comfort to the children. This builds the children's self esteem and their confidence whilst they attend the pre-school. Staff plan for the children's individual needs, through focus activities. However, currently, differentiation is not

recorded to show how more abled children's learning is stretched to their full potential. Detailed observations are in place, and these are used to plan for the learning intentions in the focus activities.

Children are protected from cross infection and contamination through the robust systems in place to ensure children wash their hands before snacks and after they have visited the bathrooms. Children have fresh fruit for their snack. Children help to set the table and count the plates to give to the children. Children also pour their own drinks, which aids their independence skills. There are however, missed opportunities to fully enhance the children's independence skills as staff prepare the snack for the children.

All staff are consistent in their approach to behaviour management and they make good use of time lines to explain to children the routine and what is happening next. Given the children's ages and stages of development they are well behaved. Staff are skilled in using open ended questions which makes the children think about what they are doing. Children thoroughly enjoy shaving foam play and practice their emerging writing skills by practicing their letters in the foam. Children are taught sequencing through fun activities such as counting the children in the circle correcting the mistakes the staff make to see if the children are aware of what comes next. Children of all ages are skilled in using the preschool's laptops. Staff sit with the children to help them with the turn taking. Children work together to play the games and to work out what they need to do in the game. The children are adept in moving the cursor around the screen by using the mouse and they are good at turn taking.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----