

# New Ash Green Pre-School Limited

New Ash Green Primary School, Church Road, New Ash Green, LONGFIELD, Kent, DA3 8JT

|                          |                |
|--------------------------|----------------|
| <b>Inspection date</b>   | 23/01/2013     |
| Previous inspection date | Not Applicable |

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> |   |
|--|-------------------------|---|
|  | Previous inspection:    |   |
| How well the early years provision meets the needs of the range of children who attend |                         | 2 |
| The contribution of the early years provision to the well-being of children            |                         | 2 |
| The effectiveness of the leadership and management of the early years provision        |                         | 2 |

## The quality and standards of the early years provision

### This provision is good

- The manager and staff monitor and review the play and learning effectively. Therefore, children benefit from the well-planned experiences that support their individual needs.
- Children are happy, keen to learn and rapidly growing in self-assurance. Good communication between staff and children encourages children to voice their own needs to staff who promptly ensure these are met.
- Children make very good use of the free flow access to the outside play area. They are able to freely select from a wide range of resources, varied activities and receive good staff support for their outdoor activities.
- Effective systems enable key staff to get to know their key children well and to incorporate their next steps into plans.

### It is not yet outstanding because

- Children learning English as an additional language do not always have access to resources reflecting their home language.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children and staff indoors and out.
- The inspector completed a joint observation with the manager.
- The inspector talked to parents during the inspection.
- The inspector discussed the settings self-evaluation and sampled records, policies and procedures.

## Inspector

Susan Scott

## Full Report

### Information about the setting

New Ash Green Pre-School registered in 2012. The setting operates from a classroom of a primary school, in New Ash Green, Kent. They have access to outdoor space and use some of the school facilities. The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. Government funding for three and four year olds is in place There are currently 59 children on roll. The pre-school is open Monday to Friday mornings from 9am-11:45am and up to four afternoons per week, from 12.45pm-3:30pm depending on time of year and demand for places.

Eleven staff work in the pre-school and eight hold relevant childcare qualifications.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- increase opportunities for children to access dual language books, share these with children and endeavour to match these to the languages spoken by families using the pre-school, therefore enabling children to learn about others.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children benefit from a welcoming and organised pre-school where they clearly enjoy learning through play. All enter happily, even those who have recently started attending. They are keen to choose their play from interesting choices offered and vigilant and sensitive staff easily soothe new children. Staff skilfully support and include younger children and those who are learning English as an additional language so that they are fully included. Staff use good teaching techniques, which ensure all children make good progress. For example, by encouraging children to build their knowledge and understanding of English as they enjoy one to one attention and instruction. Children learning English as an additional language are able to use some resources that reflect different languages and cultures. However, these are not always matched to their home language to show that these are valued. The skills in using more than one language are recognised and give all children opportunities to learn about children's backgrounds.

Children visit the book corner independently and enjoy sharing books with staff who encourage them to answer questions and discuss the illustrations. Children sing songs together. They choose a compact disc to play through the speakers or headphones, showing their independence. They explore technology further by choosing from programmes they like on the computer. Children manage to share and take turns without needing to use the list which shows whose turn is next. This shows they are skilled in negotiating their turn in a social situation.

Staff talk to children clearly, asking questions to encourage children to think about what they are doing and make suggestions. For example, they like to explore using different media and scoop up glitter or spread it over glue on their pictures. Children extend their reading skills by recognising their own registration cards with their name, pictures and colour coding on them. Children also like to name their work sometimes and confidently

ask staff for help doing this if they do not feel able to write these themselves. Staff use daily routines to build upon children's understanding of numbers and quantities. For example, staff encourage children to help prepare the table settings for snack times, counting out various numbers of bowls and cups. They can competently lay five places at the table and often use numbers in their play, counting the blocks they have used to build a tower. Younger children enjoy playing pairs, matching up picture cards and learning how to use words such as match, pair and different.

Children who prefer to learn outdoors do so frequently, sometimes choosing to spend long periods outside. They help to sweep away some snow, build a snowman and use a wide range of resources outside, benefitting from the fresh air and bright sunshine. Staff promotes children's curiosity by encouraging them to observe what happens when they fill the bug boxes with snow and hang them up. They allow children to mix powder paint with the snow and add glitter so that they can observe and discuss the coloured crystals turning into slush. Children are able to decide for themselves when they wish to play outside as they have open-door access to these areas. Children often extend their physical skills outside by using scooters and bikes or push toy buggies, negotiating their way from the inside role play area into the outside play area. They all develop their skills by engaging in a variety of interesting physical activities of their choice. For example, they practise hand and finger control in a number of activities, such as using scoops, sieves and containers in the sand tray, and enjoy making balls of sand mixed with snow.

Children become confident in the pre-school because staff use their observations skills well and support them to explore, extend and experiment in their play. Staff successfully plan children's experiences to cover the seven required areas of learning, in both the inside and outside learning areas. The system for planning takes account of the next steps identified by all key persons so that every child experiences interesting activities that are well adapted. Children can choose from a wide range of materials and resources that add depth to their experiences. Planning is adapted to respond to children's individual interests, based upon information from parents and frequent observations of children's play. Staff establish what children can do when they first start through both talking with parents and asking them to complete a form detailing their child's development. Staff record children's achievements concisely and track these to ensure that every child is making good progress. Records of learning are readily available to parents who can also attend open sessions and talk to key staff regularly.

### **The contribution of the early years provision to the well-being of children**

Children settle well and become familiar with the clear routines, which are used to provide for their needs. For example, staff inform children when it is nearly time to tidy up so that they have time to complete and put away activities. There is a well established 'key person and buddy' system which is used to establish secure bonds with the children and families for whom they take special responsibility. This enables children to develop strong emotional attachments with the staff who provide support for them and promote their independent choices by encouraging exploration. This helps them feel safe and develop confidence in the adults caring for them. Staff ensure children receive prompt attention if

they are uncertain or upset.

The pre-school room is appealing and well equipped, offering children a wide range of toys and resources that they can independently access. Staff ensure children are aware that they can help themselves to items stored on low shelves and that they are able to take their chosen resources outside, where they can play in most weather conditions. This results in children who enthusiastically play outside each session.

All children benefit from a consistent approach in managing their behaviour. Staff are positive role models and this helps children learn what is acceptable and how to cooperate with each other. Staff provide good support for children's care needs, offering help when children are unable to find their gloves or boots for outdoor play and offering tissues when needed. Children are used to the routines and know they have to wear appropriate clothes for the weather. All children are independent in their personal care, taking themselves to the toilet and washing and drying their hands.

Children benefit from varied healthy foods for snacks and enjoy eating these in small groups. Staff members sit with a small group of children and discuss their snacks and the foods they enjoy at home, deciding if these are healthy. Children become involved in discussion about Indian and Chinese foods, which encourages children to consider different cultures and the varied foods they have when they celebrate multi-cultural events, such as Chinese New Year. Staff use written records to check information on children's allergies, so that no children are put at risk or feel reluctant to taste new foods. Staff work closely with parents to assist in such things as potty training, so everyone shares a consistent approach.

Children develop appropriate understanding of safety, which is underpinned by the daily routines, for example, as they learn that they must only go as far as the adjoining toilets into the school. All children learn the procedure they have to follow if they hear the alarm. Children enjoy having visitors to extend their knowledge of safety and have met their local Police community support officer. Children are learning how to cooperate, to behave according to expectations and they have good self-care skills. This means all children enjoy their experiences and gain sufficient skills and positive attitudes to underpin their transitions to school.

### **The effectiveness of the leadership and management of the early years provision**

The staff and manager are successfully using the information learnt from having attended training on the changes to the Early Years Foundation Stage. They have implemented these changes to support the safeguarding of children. The manager places high priority on protecting children's welfare and understands the correct procedures to work with outside agencies when needed. Staff have regular safeguarding and first aid training and are supported by regular one-to-one sessions with the manager. They are encouraged to appraise their own training needs and they understand their individual responsibilities to provide safe play environments for children, which they do.

The manager and staff work closely with support staff from the local authority, actively seeking advice and acting on it to improve the pre-school. They manager, deputy and staff evaluate what they offer the children and their families and accurately identify areas for improvement. They encourage parents and other carers, such as childminders to liaise with them and suggest any improvements they can make, using questionnaires and suggestions boxes. There are secure recruitment, vetting and supervision procedures. Several staff attend training and develop their qualifications further to benefit the children. Staff use their skills and understanding well, developing and providing a programme that is responsive to children's individual learning and development needs. The manager, deputy and staff have worked hard to build a strong programme to develop good communication with parents and have been very successful in this aspect.

Parents express appreciation of the staff's work, finding everyone approachable and welcoming. They share a variety of information before their children start, and attend settling-in visits. Staff work closely with parents, providing advice and calling on expertise from other professionals; for example, in maintaining children's concentration so there is a consistent approach, which is successful. Staff are keen to implement any advice provided to support children. Parents are familiar with their children's development and progress because they are able to review their children's records frequently and they are aware that their contributions and suggestions are valued. It is apparent from the comments parents make that the children benefit from the welcome extended to parents. The provision has a very positive relationship with the local school where they are situated and are keen to build on their communication with other local groups over 'shared' children. The staff welcome suggestions from parents, whose views on how the pre-school may be improved are welcomed and ensure they keep parents involved in the ongoing progress of their children.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

### What inspection judgements mean

#### Registered early years provision

| Grade   | Judgement   | Description  |
|---------|-------------|--|
| Grade 1 | Outstanding | Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning. |
| Grade 2 | Good        | Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready   |

|         |              |  |
|---------|--------------|--|
|         |              | for the next stage of their learning.  |
| Grade 3 | Satisfactory | Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.   |
| Grade 4 | Inadequate   | Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection. |
| Met     |              | The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.  |
| Not Met |              | The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.  |

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

## Setting details

|                                    |                                  |
|------------------------------------|----------------------------------|
| <b>Unique reference number</b>     | EY451034                         |
| <b>Local authority</b>             | Kent                             |
| <b>Inspection number</b>           | 809047                           |
| <b>Type of provision</b>           | Sessional provision              |
| <b>Registration category</b>       | Childcare - Non-Domestic         |
| <b>Age range of children</b>       | 2 - 5                            |
| <b>Total number of places</b>      | 24                               |
| <b>Number of children on roll</b>  | 59                               |
| <b>Name of provider</b>            | New Ash Green Pre-School Limited |
| <b>Date of previous inspection</b> | Not applicable                   |
| <b>Telephone number</b>            | 01474873858                      |

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## **Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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