

Howbury Preschool And Daycare

Peareswood Primary School, Peareswood Road, ERITH, Kent, DA8 3PR

Inspection date	24/06/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	Not Applicable
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

- Children benefit from a welcoming and inclusive preschool. They have good relationships with staff, who are sensitive to their individual needs.
- Staff keep parents well-informed and welcome them into the preschool.
- Children take part in a wide range of interesting activities and experiences. They make good progress in their learning in relation to their age, starting points and capabilities.
- The management team are committed to developing and improving the provision. They monitor their practice closely and take effective steps to ensure positive outcomes for children.

It is not yet outstanding because

- The organisation of resources in one of the classrooms is not fully effective to encourage children's independence and choice further.
- Staff do not always make the most of opportunities to support and extend children's learning in the outdoor area.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children taking part in indoor and outdoor activities and during lunch time.
- Discussions were held with the manager and members of staff.
- The inspector sampled records including children's files, planning and staff suitability records.
- The inspector spoke to parents at the setting and took account of their views.
- The inspector looked around the premises.

Inspector

Rebecca Khabbazi

Full Report

Information about the setting

Howbury Pre-school and Daycare registered in 2012 and is privately owned. It operates from a single storey building within the grounds of Peareswood Primary School in Erith, within the London Borough of Bexley. Children have access to two classrooms and there is an enclosed outdoor play area.

The preschool is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is open from 9am to 3pm each weekday during term time. Children can attend for a morning or afternoon session or all day. The preschool offers places to children aged from two years old. There are currently 75 children on roll, who are all in the early years age range. The preschool receives funding for the provision of free early education for children aged two, three and four years old. It supports children with special educational needs and/or disabilities and those who speak English as an additional language.

There are nine members of staff who work at the preschool, including the manager. The manager and one other member of staff hold Early Years Professional Status (EYPS). Five members of staff hold relevant Level 3 early years qualifications and two hold qualifications at Level 2 and are currently working towards Level 3.

What the setting needs to do to improve further

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

- enhance opportunities for children to select their own resources in the part-time classroom, in order to further promote children's independence and choices

- develop the planning of outdoor experiences further, to ensure that all staff make the most of opportunities to support and extend children's learning in the outdoor environment as well as inside.

Inspection judgements

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

Staff gather comprehensive information about each child's background, starting points and needs before they begin at the preschool. For instance, they talk to parents before children start and ask them to fill in detailed registration forms. This ensures staff know children well and are able to provide the support they need. Staff plan and provide a well-

balanced, interesting curriculum that helps children make good progress in all areas of their development. They observe children's achievements closely and plan activities based on their interests and skills. They adapt activities where needed to support children with special educational needs or disabilities, such as using a visual timetable or planning smaller group sessions. This ensures that all children are included and can take part. Staff keep parents well informed on a day to day basis and invite them to regular meetings to discuss their child's progress and next steps. Parents' contribute their knowledge and understanding of their children for the two-year-old progress checks, which staff carry out. This means that parents are fully involved in their child's learning.

Staff show a good understanding of how to support children's learning through play during indoor activities. They skillfully support children's language when they talk to them and engage them in conversations. They ask questions that encourage children to think and solve problems. However, although children play happily with a wide variety of equipment and enjoy their time outside in the garden, staff do not always make full use of opportunities to extend children's learning and offer them challenges when they are playing outdoors. For example, some staff take on more of a supervisory role outside, watching the children rather than engaging children in planned or spontaneous learning.

Children learn a wide range of skills and attitudes that help prepare them well for the next stage of learning and for school. They listen attentively at story time, speak confidently and begin to manage their coats when they go outside. Staff support children who speak English as an additional language well by finding out key words that they use at home and including them in small group activities to build their confidence. They promote children's interest in books effectively. They encourage children to use books in areas, such as the home corner and provide a quiet area where children relax on soft cushions to share stories with their friends. Staff encourage children to solve simple problems as they add objects to the weighing scales until they balance. They talk about which is heavier and lighter and whether they need to add more or less. Children work out how to fit pieces of the train track together to make the shape they want it to be.

Staff plan useful hands-on opportunities for children to find out about the world around them. Children care for the preschool's giant snails and grow lettuce in the garden. They learn to value diversity when they find out about their friends' lives and experiences at circle time. For example, children bring in traditional clothes from home to share their experiences and children taste foods from different countries. Staff encourage children to use their imagination when they create a shop in the role play area. Children choose items to put in their shopping baskets and then sit down together to have a picnic. Children select their own resources to decorate a box with glitter or make a model out of recycled materials. They join in with a music and movement session enthusiastically, joining in with familiar songs and moving their bodies to the actions. Children benefit from a balanced daily routine and enjoy their time at the preschool.

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

Children are confident and settled in the preschool. They have positive relationships with staff and play happily with their friends. Staff have a calm approach and are fully responsive to children's individual needs. This effectively supports children's emotional and physical wellbeing. Children quickly become familiar with the routines and expectations of the setting, finding their name when they arrive and going to wash their hands before snack time. Staff use effective strategies for managing children's behaviour, such as providing consistent rules and boundaries. Staff encourage good behaviour, for example, reminding children about how they are expected to behave at the start of activities and praising children's efforts. Children remember they need to use their 'listening ears' at story time, be kind to each other when they are playing and share and take turns.

The preschool is welcoming and well-equipped. A good variety of age-appropriate resources are available both indoors and outside in the garden. Staff organise resources effectively in the full-time classroom and children confidently select activities for themselves and put them away when they have finished. Children also choose from a good range of activities in the part-time classroom, but resources are currently not as well organised to encourage them to select play materials independently. Staff give a high priority to children's safety. They conduct daily checks of all areas of the premises and supervise children closely at all times. As a result, children move safely around all areas of the preschool. The premises are safe and secure and staff work within the guidelines of the school in relation to visitor access outside of their opening hours. Children develop a good understanding of risks as staff show them how to use the scissors carefully and remind children not to run inside. Children take part in regular fire drills. Consequently, everyone knows what to do in an emergency.

Children's good health is promoted well. Children learn to manage their own personal needs when they wash their hands before they eat. They choose from a selection of healthy fruit at snack time, for example, enjoying kiwi and apple slices. Children play outside every day and they benefit from free flow access to the garden for part of each session. They learn about what is good and bad for them when they remember they must wear a hat outside and use sunscreen lotion on sunny days. They enjoy practising their physical skills as they climb the large apparatus, ride bikes or have a turn on the stilts.

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

Effective arrangements are in place to safeguard children's welfare. Robust recruitment procedures ensure that children are cared for by suitably qualified and vetted staff. Staff all attend child protection training so that they know what steps to take if they have concerns about a child. All required documentation that supports the smooth day-to-day running of the setting is in place. Policies are implemented and shared with parents, such as the sickness policy. This safeguards children's good health as there are clear exclusions for children who show signs of potential infection. Staff share tasks and responsibilities throughout the session, such as planning an activity or running the snack bar. The management team monitor staff performance effectively through regular supervision and appraisals and staff have opportunities to develop their skills by attending local courses.

This helps ensure that the staff group is well trained and supported.

The management team show a good commitment to the continual development and improvement of the preschool. They have a good understanding of the learning and development requirements and take well-targeted steps to address any areas for improvement that they identify. For instance, they have recently updated systems for assessment and planning so that staff now monitor all children's progress more closely. Staff make good use of any support and guidance available to develop their skills and improve outcomes for children. For example, they are currently working closely with teachers from the school to develop the preschool programme for phonics.

Staff keep parents well informed through daily discussions, regular newsletters and the notice boards. This ensures parents have the information they need, for example, parents have been informed of changes in accessing the preschool since moving premises. Parents comment that they find staff friendly and approachable. They feel their child is safe and well cared for and enjoys attending the preschool. Staff recognise the importance of making links with other early years settings that children attend as appropriate, in order to share relevant information. They work very closely with other professionals if children have additional needs and take particular care to prepare them moving on to school. This ensures all children are well supported at the preschool and experience a consistent approach to their learning and care.

The Childcare Register

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

The requirements for the voluntary 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 action. 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

Unique reference number	EY455000
Local authority	Bexley
Inspection number	896155
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	40
Number of children on roll	75
Name of provider	Howbury Preschool And Daycare Ltd
Date of previous inspection	not applicable
Telephone number	01322332379

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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, which are usually the childminder's 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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