

Cray Tots Pre-School

The Heritage Community Hall, Craylands Lane, SWANSCOMBE, Kent, DA10 0LP

Inspection date	16/07/2013
Previous inspection date	06/07/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 staff team are working well together to support children and regular meetings help ensure they are all aware of children's individual needs.
- The staff follow child ideas and interests in setting up activities or extending their learning.
- The staff use the outdoor environment well to encourage learning, play and exercise in the fresh air, supporting a healthy lifestyle.
- The extended snack time means that children decide when they want it so as not to disrupt their play or learning.

It is not yet outstanding because

- The staff do not fully encourage children to practice their early writing during a broader range of different play situations indoors and outside.
- The staff have not established highly effective partnerships with other early years providers for individual children.

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.

Inspection activities

- The inspector observed activities in the playroom and outside area.
- The inspector held a meeting with the manager of the pre-school and completed a joint observation in the nursery.
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- The inspector checked evidence of safeguarding practices, behaviour management, staff recruitment, ongoing professional development and self-evaluation processes.

Inspector

Sue Taylor

Full Report

Information about the setting

Cray Tots Pre-school registered in 1995. The pre-school is a voluntary group managed by a committee of parents and operates from the community hall in Swanscombe, Kent. Children have access to an enclosed outdoor play area. The pre-school is open four days a week during term times only. Opening hours are from 9am to 11.30am Thursday and Friday, and from 9am to 3pm on Tuesdays and Wednesdays. The pre-school is registered on the Early Years Register and there are currently 33 children aged from two years on roll.

The pre-school cares for children with special educational needs and/or disabilities. There are six members of staff, of these, two hold early years qualifications to National Vocational Qualification at level 3 and one holds level 2. The manager has an early years foundation degree. The pre-school receives funding for the provision of free early education for children aged three and four years.

What the setting needs to do to improve further

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

- encourage children's use of the materials and tools for writing and making marks during a wider range of play activities
- improve partnership working, where relevant, with other early years providers, to gain a highly comprehensive awareness of each child's learning needs.

Inspection judgements

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

The staff get to know children as individuals and support their learning and development well. Key persons observe children as they play and assess their stage of development. They identify children's next steps in their learning and plan activities or the availability of resources to promote these. The staff complete clear summary assessments to note children's progress over set periods of time. This process helps them note and promptly address any achievement gaps. The systems in place help key staff produce the required progress check reports for children when they are aged between two and three years. The staff share children's learning records with parents and have regular discussions about children's learning and development. Contact books that staff and parents use to share information have not proved very successful. Consequently, the manager has devised

better systems to introduce next term with the view to encourage parents further to support their child's learning at home. Individual educational plans are in place for children who may have a specific need or require additional support. The weekly staff meetings help ensure that all staff are aware of any particular support a child may need and can support them as they play. This enables all staff to help children gain the skills they need for their future learning. The staff ably support those children preparing to move to school. The reception teachers visit and meet the child and have discussions with the key person. This helps them have a good awareness of each child's learning and development stages. Children express excitement at going to 'big school'. The staff help prepare them with positive messages in stories and by practising to put a school uniform on. The confidence and independence skills that children gain at the pre-school help make the move a smooth one.

The staff encourage child to make choices about their play, whether inside or outdoors. A wide range of activities or resources support children's learning across all areas. The outdoor area is particularly popular with the children. They manoeuvre the ride on toys or the hand operated wheeled toys well, avoiding objects and other children. This shows good physical development. Children have fun as they wash pebbles, collected the previous day, and leave to dry. They use paints, glue, glitter and other items to decorate their own chosen pebble. This supports their creative and imaginative development well. Children are very keen on the water play activities. They enjoy washing the dolls and their clothes, pegging these out on a line to dry. Later there is great excitement as, with a member of staff, they use an assortment of containers to fill pipes with water. The member of staff confidently asks good quality questions. These encourage their thinking skills, and communication and language development, such as 'where will the water come out?' Children keenly fill the pipe system with the ends blocked, and then laugh as it appears and they try to catch it. Writing materials are available indoors and outside and children make use of these at the tables. However, staff are not fully encouraging them to use the materials in other activities or play situations. Role-play activities evolve from the ideas children have, such as, a wedding.

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

Children's emotional well-being benefits from the close relationships they have with staff. The key person system helps ensures that staff have a clear understanding of a child's individual care and learning needs. A key person may change if a child develops a stronger relationship to another member of staff. This respects children as individuals. Children gain independence skills as they can access the toilet or help themselves to a drink when they need one. They spend time at activities of their own choosing and show they are keen to learn as they join in with adult planned activities. Overall, children behave well and happily participate in activities, sharing resources and taking turns. Staff manage children's behaviour calmly and appropriately.

There is flexibility over when children have their healthy snack so they do not leave their play if involved. Children are encouraged to serve themselves and spread their toast. They learn about the importance of washing hands before eating. Children gain a good

understanding of healthy lifestyles as they often play outside and know to wear hats in sunny weather. They regularly use the drinking water facility outside, in warm weather. Children learn to have consideration for the safety of others as they play and they practise fire drills. This helps support children's growing awareness of how to keep themselves safe.

Children can decide if they wish to play indoors or outside. The environment is stimulating, child centred and welcoming. There is a wide range of resources both indoors and outside for children to access easily. There are some resources and activities that help children learn about the importance of respecting and valuing differences in the wider world. The staff engage well with the children as they play and learn.

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

The staff have an improved awareness of safeguarding following recent training. There are appropriate procedures in place that ensure all staff and parents are aware of the pre-school's child protection practices. The inspection was brought forward following a notification from the provider. Ofsted visited and set actions to improve safeguarding procedures. The provider took prompt and effective action to ensure children are protected. Staff have a confident awareness of what they need to do in the event of concerns about a child's welfare. The premises are secure and staff supervise children well. Clear risk assessments are in place and staff complete visual checks daily. There is a robust recruitment process in place to help ensure the suitability of staff. This includes obtaining appropriate checks. The staff attend weekly team meetings and are made aware of training opportunities. The staff team work well together and this aids the smooth running of the day. As a result, children are happy, relaxed and motivated to learn. The manager meets with them on an individual basis for supervision to discuss practices and to monitor their key children's learning. This helps ensure children are making good and steady progress. Some staff have designated roles, for example for behaviour management, advise on behaviour issues.

The manager meets with the staff team to reflect on the practices at the nursery and works alongside the staff on a daily basis. This enables her to have a good awareness of the pre-schools strengths. There are development plans in place that are looking to improve communication and information sharing with parents and others. The recommendations made at the last inspection have been suitably met. The pre-school demonstrates a good capacity to improve. Relationships with parents are positive and these are developing to encourage them to make stronger contributions to children's learning. Parents are happy with the care their children receive. The manager has a suitable awareness of the need to work in partnership with others to support children's learning and development. However, this is not always strong enough to effectively provide a consistent approach to a child's learning.

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	127131
Local authority	Kent
Inspection number	907381
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	33
Name of provider	Cray Tots Pre-School Committee
Date of previous inspection	06/07/2010
Telephone number	01322 382929

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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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