

Freshfields Pre-School

Sandwich Road, Whitfield, Dover, Kent, CT16 3LY

Inspection date

18/07/2013

Previous inspection date

07/10/2011

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

- Children are well supported within the setting due to the strong, effective partnerships with other professionals and providers.
- Leadership and management have implemented good procedures to promote staff's personal professional development.
- The key person system is implemented well into the setting, enabling children to build good relationships with the staff.
- Staff work really well together as part of a team, deploying themselves effectively to meet children's needs well.

It is not yet outstanding because

- Opportunities are not used effectively to fully support children's recognition of numerals in everyday routines and activities.
- A good range of natural materials are not accessible on a regular basis to enable children to explore and investigate both indoors and outdoors.

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 majority of the inspection was spent observing the staff and children interacting.
- Discussion was held with the parents and their views obtained.
- Documentation was reviewed, including the safeguarding procedures.
- Joint observation was held with the manager, both indoors and outdoors.

Inspector

Jane Wakelen

Full Report

Information about the setting

Freshfields Pre-School registered in 1999. It is one of two privately owned settings in the area. It operates from the village hall in Whitfield, near Dover, Kent. The pre-school has access to a hall, toilets and an outside area. There is access for people with disabilities and disabled toilets are available. The pre-school serves the local area and surrounding villages. The pre-school is open Monday to Wednesday 9am to 12 noon and Thursday and Friday 9am to 12.30. Two afternoon sessions operate on Monday and Wednesdays from 12.30 to 3pm. The pre-school is open during term-time only.

The pre-school is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently 54 children in the early years age range on roll. Funding for nursery education is received for children aged two, three and four years. The pre-school is currently caring for children with special educational needs and/or disabilities.

There are eight staff members including the owner who work with the children. All staff hold an early years qualification, with the owner holding a foundation degree. One member of staff is currently undertaking a further qualification.

What the setting needs to do to improve further

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

- improve opportunities for children to recognise numerals in everyday routines, activities and resources
- develop opportunities for children to explore and experiment using a good range of natural materials, both indoors and outdoors.

Inspection judgements

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

Staff have a good understanding of the learning and development requirements of the Early years Foundation Stage. They use this knowledge to plan activities and opportunities to cover the seven areas of learning, both indoors and outdoors. Regular observations are carried out to monitor children's progress and planning is implemented to support individual needs. Good information is obtained for the children's starting points, from parents, providing the key person with effective information with which to plan children's

future learning. Summative assessments are carried out on a regular basis, starting with the two year progress check, to ensure children are progressing at the expected age and stage of development. Parents are fully involved in this process, providing contributions to children's learning journeys to support the partnership with the key person. As a result, children make good progress in their learning and development.

Children enjoy daily free-flow activities from indoors to outside, accessing resources to promote their large physical skills. For example, children choose to climb in tyres, move crates to create structures and demonstrate spatial awareness on their tricycles. Staff understand the importance of physical skills and ensure these address all ages of children attending. Children demonstrate good hand and eye co-ordination as they turn pages of a book or use the paintbrushes to colour their favourite dinosaur. These skills are then further developed at snack time, as staff encourage children to be independent putting spreads on their toast. Children talk enthusiastically to staff, who promote children's communication skills well. Staff ask appropriate questions and give children the opportunity to reply. They show interest in what children are saying and often repeat the sentence back to the child to confirm their understanding; in addition to enabling the child to hear the correct pronunciation. Staff encourage children's promote speech and language well and several staff have carried out specific training to promote this important area of learning.

Staff provide activities and resources connected to children's interests, such as dinosaurs. They then extend children' knowledge as they provide additional activities that are connected, for example, making a homemade volcano that erupts. However, a good range of natural materials are not always made accessible for children to fully investigate and explore to extend their understanding of the world. Books are used well in different areas to promote children's enjoyment and encourage their literacy skills. Many children choose to look at books independently, both indoors and outside in the tent. They show good skills in reciting stories, often reading them out loud to their friends, showing good recall. Letters and sounds are promoted well within the setting, with staff putting children into small groups to look at words that rhyme, or beginning with the same letter sound. Consequently, the majority of school leavers can recognise not only their own name, but many of their friends.

Role play situations and resources vary according to children's interests. This provides opportunities for children to act out familiar roles from home, but learn about what others do in the community. Children can paint, create or build using different resources developing their creativity. This area of learning is further supported through regular singing, reciting rhymes and playing musical instruments. Children are beginning to use some mathematical language in their play as they talk about the big dinosaur and the small baby doll. They learn about shapes through cutters in the dough, mathematical resources and books. However, opportunities to recognise numerals within the environment or practical activities are not fully promoted or extended.

All children are fully included into the setting, with key people knowing them particularly well. This enables them to plan individual educational plans, involving the parents to meet children's needs.

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

The key person system is very well implemented into the setting, working effectively to provide children with a familiar person and buddy if a member of staff is not present. The key people know their children very well and are able to clearly identify the strengths and areas to develop for each of their children. Children are settled and demonstrate a feeling of security as they approach their key person for a cuddle or support. All children are encouraged to be independent making choices and helping themselves at snack time, pouring their own drinks or washing their hands. Children behave very well, with good support from the staff to help solve any minor disputes. Children show good listening skills and understand the rules of the setting. Consequently, children play well in small and large groups.

Staff promote healthy eating through a good range of healthy snacks and by providing milk or water to drink. Drinking water is accessible throughout the morning, both indoors and outdoors to allow children to access a drink when they need one. Children follow good hygiene routines, from washing hands to using tissues for their noses understanding the need for personal care routines. This is fully promoted through good procedures for nappy changing and ensuring children eat from a hygienic surface. Staff are particularly vigilant when ensuring children's safety and have put measures in place to minimise hazards. For example, finger guards on doors. The competent procedure for arrival and departure of children ensures children's safety whilst in the setting.

Children play with a good range of resources, although additional resources are somewhat restricted due to storage problems. However, staff overcome this by providing a 'choosing book' with photographs of available resources and happily meet requests for additional activities from the children. All resources are in good condition and suitable for the age of the children attending. The owner constantly reviews the resources, with the support from the staff to provide children with stimulating opportunities.

Children are well prepared for school because staff make a conscious effort to work with parents. Children develop good listening and attention skills as they sit for story time. They are able to follow instructions and show good independence skills. Strong letter recognition, enjoyment of books and support from home, ensures children are prepared for their move to school.

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

This inspection was brought forward due to non-compliance regarding safeguarding issues. Ofsted issued a notice to improve. The provider acted in a robust manner and took swift action to amend the policies and procedures. All staff were informed and a staff meeting held to update all staff on the amended procedures. Staff now demonstrate a thorough understanding of the procedures to follow and implement the safeguarding policy well. Children are well protected within the setting and each staff meeting is used to

update and confirm the staff's understanding. The owner has undergone safeguarding training and is the designated person. As a result, there was minimal impact on children's well-being. Recruitment procedures are robust with good information in place to ensure staff's suitability. This is then monitored through regular supervisions and annual appraisals. As a result, children's welfare is promoted well.

The owner is committed and provides good motivation for her team of staff. They meet regularly for staff meetings to analyse, evaluate and reflect on the practice and educational programmes being delivered. This enables staff to feel included and able to contribute to the decision making process. The majority of staff are well qualified and use their knowledge of child development to plan activities for children, to cover all seven areas of learning. Each key person is responsible for ensuring their group of children are making good progress in their development. Systems to monitor children's progress are implemented and monitored on a regular basis, in addition to monitoring through the use of a computer programme. Consequently, systems are secure in identifying any weaknesses or areas to develop.

Self-evaluation is used effectively to evaluate the provision and views from parents are included, alongside staff comments and children's opinions. This provides a secure overall picture to enable the manager and owner to identify areas to develop further. As a result, development plans are in place to address different areas throughout the setting.

Partnerships with outside agencies and others is a strength of the setting. Good procedures to involve other professionals in children's care are encouraged by the setting. Key people identify any concerns and the manager contacts the appropriate agency to provide support. This is in conjunction with the parents, providing good systems in place to fully support individual children. Partnerships with the local schools is developing well to fully support children's transitions to school. In addition, systems have been implemented to share information with other providers who share the care of the children, providing continuity and secure systems.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	127198
Local authority	Kent
Inspection number	924248
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	30
Number of children on roll	54
Name of provider	Gillian Anne Jarvie
Date of previous inspection	07/10/2011
Telephone number	01304 829902

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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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