

Seal Village Pre-School

C/o Seal C of E Primary School, Zambra Way, Seal, Nr. Sevenoaks, Kent, TN15 0DJ

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|--------------------------|------------|
| Inspection date | 05/11/2013 |
| Previous inspection date | 30/04/2009 |

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| The quality and standards of the early years provision | This inspection: | 2 |
| | Previous inspection: | 3 |
| 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

- Leaders have clear contingency systems in place during unexpected staff changes. As a result, children continue to benefit from good quality teaching as they play and learn.
- Staff use effective systems for observational assessment and promote children's learning needs well. Therefore, children make good progress from their unique starting points.
- Staff engage well with parents and encourage them to be actively involved in pre-school life and their children's learning. This helps to promote consistency for children.
- All staff are good role models and encourage children to learn the group rules. Therefore, children behave well and learn about being responsible and keeping safe.

It is not yet outstanding because

- Staff do not make some books easy for children to reach or see. This slightly reduces children's awareness of the books available to them to strengthen their early reading skills.

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 staff teaching and interacting with the children.
- The inspector held discussions with the leader/manager, staff and children.
- The inspector reviewed a number of policies, records and documents, including those relating to safeguarding children and self-evaluation.
- The inspector spoke with relatives collecting children and also took into account parental comments from questionnaires.

Inspector

Stephanie Graves

Full report

Information about the setting

Seal Village Pre-School opened in 2004. It operates from one room situated in the grounds of Seal Church of England Primary School. The pre-school is within walking distance of public transport. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 16 places are offered to children aged from two years to under five years and there is currently a total of 18 children in the early years age range on roll. The pre-school is open each weekday from 9am to 3pm with a lunch period offered to children. Morning sessions operate until 12 noon and afternoon sessions are from 12 noon to 3pm. All children share supervised access to the school grounds. The pre-school is in receipt of funding for early education for children aged two, three and four years. Staff support children with special educational needs and/or disabilities. There are four full-time members of staff working with the children and they all hold early years qualifications to level 3. The leader/manager is working towards an early years degree. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- improve the way books are displayed to further stimulate children's interest and early reading skills.

Inspection judgements

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

Staff promote children's learning well. They gather information about children's early starting points from parents and use this to provide initial resources and experiences to build on children's existing interests and skills. From here, they undertake ongoing observational assessment to inform the next steps in children's learning. Staff track children's progress over time and ensure that they identify and close any gaps in learning in partnership with parents. Assessment processes include the required progress checks for children aged two, which help to identify young children's achievements and any learning needs. This ongoing cycle of observation, planning and assessment clearly helps the children to make good progress from their starting points and continually builds on their interests. Staff support children who have special educational needs well and follow recommendations from other professionals to help promote children's learning.

Staff organise themselves well, use a good range of teaching methods and offer a good variety of activities from when the children first arrive. As a result, children's learning experiences flow from their initial interests at the start of the day. For example, some

gravitate towards construction activities and, with good staff questioning and support, children concentrate and remain focused for sustained periods of time. Staff know when to offer support and when to withdraw to allow children to explore and complete tasks independently. This is evident as a member of staff encourages children to count blocks as they build a tower but allows them to persevere as they carefully stack one on top of another. As a result, children feel a great sense of pride in their achievements. Staff provide a good range of toys to help children learn how things work. For example, children competently use the computer and tell others to 'just press this', pointing to a green dot, to help them move on in a game. Another child works out how to turn off the compact disc player when asked. This means children learn to operate different technical resources independently and learn new skills in readiness for school.

Staff promote children's love of stories and books well overall. For example, staff read with good expression and teach children new words, such as 'skeleton', to extend their learning. However, they do not clearly display books to enable children to easily choose from those available. This slightly reduces opportunities to further promote children's early reading skills. Staff ask effective questions to help children to think and respond. For example, staff ask children about a wedding that they went to as they look at family photographs together. Staff ask the children if they can remember the word used for animals that only come out at night. Children recall an activity from a few weeks before and some excitedly call out 'nocturnal'. Staff praise the children and move their learning on even further by introducing a box for a hedgehog to hibernate in. They take children outside to collect leaves to help keep the hedgehog warm. They ask why there are holes in the box and children suggest 'they are windows'. Staff agree that they are like windows and will let some air in. This clearly helps to promote children's communication and language skills and their knowledge of the world around them.

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

The key person system is effective in helping children to form secure attachments with staff. It also helps children to become emotionally ready for the next stage in their learning. Key persons for children newer to the pre-school sit and talk with the children in a relaxed and calm atmosphere, which helps the children to develop close bonds with them. Staff are good role models who speak to children warmly and respectfully. They routinely ask children about the group rules, including those relating to safety. Children are quick to recall the rules and follow them responsibly to stay safe. For example, they know that it is not safe to run inside. As a result of good staff input, children treat others with respect. They are polite and behave well in a calm and relaxed, yet stimulating, environment.

Staff encourage children's independence well. Children help to tidy the toys away and scrape their uneaten food into the bin after snack time. Staff also encourage children to put on their own boots, fasten their coats and engage in other self-care tasks. This helps to prepare children well for school when the time comes. Staff promote good links with school staff and children become familiar with the school environment. For example, from April onwards children go on regular visits into the reception class with their key person.

They also attend Christmas events, all of which helps to prepare children well for the move to school.

Staff provide a good range of well-labelled resources, which are easy for children to choose from overall. Many are freely available throughout the session, including toys that promote positive images of diversity and reflect the children's backgrounds. Staff allow children to choose what they would like to do and use resources flexibly to maintain their interest. For example, all children become engrossed in a painting activity and staff allow this to come to a natural conclusion rather than tidying away at a set time. This means children have the time needed to use resources and complete activities to their satisfaction.

Staff effectively encourage children to learn about healthy eating. For example, the staff encourage the children to try new foods at snack time, such as red peppers, alongside healthy choices of fruit. They show the children what the red peppers look like inside and explain the kinds of meals they are used for. This helps children to develop a good awareness of different types of healthy food as they try new flavours and textures. Children enjoy regular exercise in the outdoor area in all weathers. For example, they happily put on their boots and coats and go for a walk in the rain. Staff offer gentle reminders about good hygiene practices. Children are quick to say that they must wash their hands after outdoor play to 'stop germs going in our belly because they make us sick'. Therefore, children develop a good awareness of keeping healthy.

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

Leaders have a good understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage. Staff attend safeguarding children training and understand their responsibilities in helping to keep children from harm. Clear procedures are followed for the use of mobile phones and cameras and all staff know the procedures to follow should they have any concerns about a child in their care. The committee is currently updating the policies to ensure these reflect current requirements and staff use a good range of records to promote children's welfare. Staff supervise children well and undertake regular risk assessments, including for any outings. Therefore, they promote children's safety effectively. Recruitment and vetting procedures are effective in helping to ensure that only suitable adults work with the children. All staff are qualified and have regular training opportunities to enhance their professional development. Induction procedures include staff signing to say they have read all policies and procedures. Leaders implement regular supervision meetings and annual appraisals with staff to help ensure their ongoing suitability and to identify any future training needs. These clear systems help to ensure that staff remain suitable to meet children's welfare, care and learning needs.

Leaders have a good understanding of the learning and development requirements. They monitor the quality of the educational programmes and staff teaching practice well. They display a clear range of information around the room to reinforce staff practice. The flow

of activities and quality of teaching is seamless, even when there are unexpected staff changes at the start of the day. Observational assessment is good and helps staff chart children's progress from their starting points to when they go to school. Leaders use a computer programme to monitor children's progress over time to identify any gaps in learning so that staff can take swift action to close them. Self-evaluation processes are good and include contributions from parents, staff, children and the local authority. All actions and recommendations from previous inspections have been met effectively. This has resulted in better risk assessment, activity planning, storage arrangements and observational assessment. Consequently, staff have secured good outcomes for children. Leaders send regular reports to the committee to keep them informed about how practice is improving. Future aims include accessing more staff training and fundraising to further improve resources for two-year-olds. Overall there is a clear team approach to securing improvement to benefit the children and their families.

Staff work well with parents and provide them with a good range of information about their children's care and learning. Parents and carers feel that the children love coming to pre-school and that staff are very good in helping their children to learn. Parents are encouraged to contribute towards their children's progress files and can attend regular parent 'play day' weeks. These enable them to take an active part in pre-school life and play with their children. The staff work well alongside other professionals as necessary to deliver appropriate interventions for children in need of additional support. This helps to ensure that all children receive clear continuity in their care and learning.

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 | Requires improvement | The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection. |
| 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 monitored and inspected again within six 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

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| Unique reference number | EY276356 |
| Local authority | Kent |
| Inspection number | 843582 |
| Type of provision | Sessional provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 16 |
| Number of children on roll | 18 |
| Name of provider | Seal Village Pre-School Committee |
| Date of previous inspection | 30/04/2009 |
| Telephone number | 0795 454 4075 |

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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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