

Lunsford Park Pre-School

The George Holding Centre, Chaucer Way, Larkfield, Aylesford, Kent, ME20 6SS

Inspection date	12/11/2013
Previous inspection date	18/05/2010

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 management and staff show commitment and dedication towards ensuring the setting is a happy and exciting place where children enjoy playing and learning together.
- The relationship that has developed between the setting and parents is strong and benefits the children through good continuity of care.
- The children benefit from a good balance of child initiated play and adult led activities.
- The self-evaluation process is very effective and means that the setting is able to identify its strengths and areas for development to improve, thereby providing a safe and stimulating environment in which children can play and learn.

It is not yet outstanding because

- The outdoor area does not consistently provide opportunities for children to explore, use their imagination and extend their learning.

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 was shown around the setting by the provider.
- The inspector interviewed the managers and member of staff.
- The inspector sampled records and documents.
- The inspector observed and talked with children and carried out a joint inspection with one of the managers..
- The inspector provided feedback to the management team

Inspector

Mary Vandeppeer

Full report

Information about the setting

Lunsford Park Pre-School is a sessional group that opened in 1986. It operates from a purpose built building adjoining a Doctor's surgery. It consists of one large room with toilets and a kitchen. The pre-school is a registered charity and run by a management committee made up of parents. The pre-school is open each weekday during school term time from 09:00 until 3:30. All children share access to a secure, enclosed, outdoor play area. There are currently 47 children in the early years age group on roll. This provision is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The pre-school supports children with special educational needs and/or disabilities. Children with English as an additional language are welcomed. The pre-school employs eight staff, including two managers. There are seven staff hold appropriate early years qualifications, with the manager's qualified to Level 6 and one holds Qualified Teacher Status.

What the setting needs to do to improve further

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

- enhance the outdoor area so that it provides a more positive, stimulating and meaningful experience for children.

Inspection judgements

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

The management and staff team dedicate themselves to ensuring children experience a stimulating and exciting range of activities. Key persons are skilled at adapting these to suit children's individual needs, interests and stages of development. This is especially evident in the indoor play area, where children have opportunities to explore, try out new things and build on skills they already have. For example, in the art and craft area, where there are a variety of materials and working tools, including scissors, that children use creatively and safely. Adults at the setting plan activities using their thorough knowledge of the children's interests and capabilities. This enables them to become engaged in their learning. Planning is also based upon regular observations of children's play and identified next steps. These observations are regularly monitored, to ensure each child makes good progress across all the learning areas. Adults record children's achievements frequently, using photographs in their learning journals that are readily available to parents. Key persons create individual play plans for children who would benefit from additional support.

Adults display an understanding and sensitivity in their guidance and interaction with children. They play and support children, for example in mark making activities, giving

them new ideas to work with. All children are interested and keen to learn from the varied range of play opportunities on offer. Overall, daily outdoor play opportunities provide a range of climbing and balancing equipment, to give children confidence in their physical abilities, as well as different challenges.

Individual children's involvement and participation in the activities available are supported well through the skilful input of staff. They observe and question what the children are doing. For example, adults use chalk boards to promote mark making, re-creating images, measuring length and number recognition. Different types of interactive games help promote children's knowledge of colours, shapes and an understanding of the need to take turns. Adult led activities mean that children are given opportunities to practise their listening skills as they take part in story telling and singing action rhymes. Children are encouraged to talk about their own family and home, which gives them a sense of where they belong and helps them to feel secure. Children are able to make independent choices about how they spend their time in the pre-school. They are able to choose when they have their snack and can always get a drink of water when they want to. The setting participates in a speech and language project and also has access to a support network. This enables the adults to teach children how to communicate effectively with each other, giving them further confidence in their speech. Older children show their understanding of letters and words by attempting to write their names, or pick them out on labels, for example to self registration system. Younger children practise their emerging writing skills as they use resources such as the sand to mark make. All children clearly enjoy and benefit from their time at the pre-school.

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

All adults display a good understanding and sensitivity towards making sure children feel secure and valued. Children are supervised very well by adults. Staff offer them support in their play, helping them to learn successfully. The key person system is used effectively to increase children's feelings of safety and build on the trust for the adults who care for them. Adults support children with additional learning needs very well. They are able to show how they act on advice from parents and other specialists. Adults are ready to adapt activities to meet children's varying needs. They work closely with parents and other carers. This results in the sharing of information and supporting children's emotional development effectively.

All adults working with the children have an up to date first aid certificate. If children sustain minor injuries, these are efficiently treated and the children are soon back playing. Children serve themselves at snack time and also manage their own packed lunches. Adults are on hand to assist them. Children are taught about healthy eating as they enjoy their balanced and nutritious snacks with water or milk to drink. Effective risk assessments carried out on a daily basis help identify any hazards, which are effectively addressed and ensure children are cared for in a safe environment. Children are learning how to get used to keeping themselves safe in an emergency. For example, they regularly practise evacuating the building. Adults teach children the importance of washing their hands before eating. This means they become increasingly independent as they get older. All

children enjoy the free flow access to the outdoor play area. Children behave very well, developing their skills by playing together in small groups. Adults provide appropriate support and supervision that promotes respect for each other throughout the pre-school. Children are also well prepared for new challenges they might experience, for example visiting local schools This helps to prepare children for their eventual move on to school.

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

The pre-school has recently been accredited with the local authority Quality Mark. Achieving this has meant the setting has made many improvements and changes to the quality of early years teaching provided for all children. There are good and effective arrangements in place to implement the requirements of the Statutory Framework for the Early Years Foundation Stage. Adults display a clear understanding of the safeguarding procedures. They know what process is in place should they have any concerns about children in their care. The robust recruitment processes, supervision and effective appraisals mean adults provide good facilities, support and experiences for children and their families. Management ensure all adult checks are regularly updated to ensure they remain suitable to work with children.

The self-evaluation system in place is very efficient and continuous. There are regular team meetings that identify and address any queries from staff and feedback from parents. The management team monitor staff and have termly supervision sessions to enable them to address any issues that may arise. The views of parents, children and staff are taken on board by the managers and they use these to improve the setting. There are newsletters, parent notice boards, full staff information, for example, on their qualifications and training. Photographs show some of the activities the children experience each day. The management and staff readily welcome suggestions to improve what they offer and encourage parents and children to contribute their ideas.

All staff participate in a varied programme of professional development to meet the different needs of children attending. Parents stated that they are very happy with the setting and describe the managers and key persons as very approachable and supportive. They say their children thoroughly enjoy themselves at the pre-school. Parents are familiar and knowledgeable about the organisation of the setting and clearly feel comfortable as they bring and collect their children. They are able to keep up with their children's achievements because they can see their children's learning profiles regularly. Parents state that they really appreciate the informative conversations they have with key persons on a daily basis. It is clear from the comments parents make that the children benefit from a range of enjoyable experiences, which promotes their good progress and development. The required consents are obtained, so that staff are able to speak with specialists or other professionals, if there are queries about children's individual needs.

The staff value the partnership they have built up with local agencies and professionals, such as speech and language experts. They make good use of the information given to help promote children's development and well-being. Children's personal, social and

emotional development is given good attention by the staff, this results in children being able to move on confidently to the next stage in their lives.

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

Unique reference number	127354
Local authority	Kent
Inspection number	941492
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	47
Name of provider	Lunsford Park Pre School Committee
Date of previous inspection	18/05/2010
Telephone number	01732 848926

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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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