

The Owl & Pussycat Pre-School

The Mobile Building, Bapchild & Tonge C of E Primary School, School Lane, Sittingbourne, Kent, ME9 9NL

Inspection date	30/01/2014
Previous inspection date	10/06/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 outdoor area is stimulating and exciting for children to explore and play in all year round.
- The interaction between adults and children is good and promotes extended learning.
- Good efficient use of the self-evaluation process ensures the committee and management can implement improvements effectively.
- Overall, the layout of the setting provides children with stimulating and exciting activities and resources to choose from and enjoy.

It is not yet outstanding because

- Children's independence is not always consistently promoted to enable them to learn how to think for themselves in some situations.

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 interviewed the pre-school manager.
- The inspector observed and spoke with staff and children and sampled relevant records and other documentation.
- The inspector interviewed the nominated person.
- The inspector spoke with some of the parents of the children attending.
- The inspector fed back the inspection findings to the provider and manager.

Inspector

Mary van de Peer

Full report

Information about the setting

The Owl and Pussycat Pre-School opened in 2008 and operates from a mobile building, sited on Bapchild and Tonge C of E Primary School in Sittingbourne, Kent. The pre-school is open each weekday from 9am to 12 noon and from 12.30pm to 3pm on Monday, Tuesday and Thursday term time only. All children share access to an enclosed outdoor play area. This provision is registered on the Early Years Register only. There are currently 36 children in the early years age group on roll. Two, three and four year old children receive funding for nursery education. The pre-school currently supports children who have learning difficulties and/or disabilities, and can support children who speak English as an additional language. The pre-school employs seven staff; all staff, including the manager, hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- further promote children's independence in self-care activities.

Inspection judgements

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

The provider, managers and staff work very well together. This helps to ensure children experience a wide range of stimulating and interesting range of resources and activities. The adults adapt these effectively to suit children's individual needs and stages of development. The outdoor area, especially, provides an age appropriately planned, resourced and exciting place where children can play and learn all year round. Indoors the children are also able to enjoy and benefit from many different play opportunities to ensure they progress well in the Early Years Foundation Stage. However, there are times when their independence is not always promoted effectively, such as at home time.

The key persons at the pre-school plan activities based on their thorough knowledge of the individual needs and interests of the children in their group. This results in children fully engaging in their learning. Future planning is influenced by observations regularly carried out on the children and from identified areas needing further development. Adults record and monitor these observations to help ensure every child makes good progress in all areas of learning. Each child has a progress and development folder. This is where their achievements and supporting photographs and work show the steady progress they routinely make. Key persons ensure these folders are readily available to parents. Adults ensure they seek children's views when reviewing and planning future activities. For example, one child enjoyed pretending to be a dog so part of the role play area was turned into a vets. It had different sized bowls, dog biscuits and toy animals. Several

members of staff brought their dogs in to visit. Recently, 'Creepy Claws' organisation visited to show the children a selection of animals. These activities help provide children with a wider view of their world.

The key persons display skills in their development of effective individual play plans for children with special educational needs and/or disabilities, to ensure they receive the right support. Adults show a good understanding in their interaction with all children. For example, in their encouragement to promote children's speech and language skills. Children who have English as an additional language benefit from this attention. This interaction results in children making good progress in their communication and language development. Adults strive to make all children's learning fun, children enjoy interaction during story time, they help tell the story and love doing actions to match what they see and hear. Children are eager to learn and show their enjoyment in the wide range of play opportunities on offer. They are gaining confidence in learning new skills and in their physical abilities, as well as being provided with new challenges.

Adults know that they need to be good role models for the children in their care. Younger children learn to take turns and respect others by engaging in activities that promote this. Adults display skills in their support of children's involvement in their play choices. Children also learn how important it is to listen and share. Adults observe and question what the children are doing. Creative resources and everyday items provide stimulation to children's imagination. A variety of interactive games and colourful wall displays help extend children's knowledge of shapes, letters and numbers.

Key persons make sure they find out about children's family and cultural background from parents. They encourage children to talk about their home life and favourite things. For example, a child showed pictures of herself at her Taekwondo class, she also counted one to five in Korean. Another child brought in photographs of her new chickens to stick in her journal and explained how she looks after them. This means children are helped to feel secure and have a sense of where they belong.

The adults strive to ensure there is a balance of adult led activities and child initiated play, which helps promote the children's increasing independence. All children are encouraged to recognise their own name, using self-registration and at snack time. Older children have opportunities to show their growing understanding of letters and words by attempting to write their names. Younger children can practise their emerging mark making skills, as they use resources such as sand play and painting. Children clearly enjoy their time at the pre-school, achieving and developing the skills they need for their future learning.

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

The provider and staff show they contribute very effectively to the safeguarding and well-being of all children at the nursery. Adults display a good understanding and sensitivity towards the children, helping children feel valued and secure. This is an important part of the relationships the children have with the adults. Children are supported well by the adults in their time at the pre-school. This results in children progressing successfully and

effectively in their learning.

The adults also provide good support for children with special educational needs and/or disabilities and those who speak English as an additional language. They are efficient and act promptly on advice from parents and other specialists. The effective processes in place mean that the setting can adapt, improve and provide activities to meet children's varying needs. They also work extremely close with parents and other carers, such as grandparents and childminders. This results in good information sharing and helps support children's emotional development well. All children clearly enjoy being at the pre-school. They show confidence in the adults who respond appropriately to their individual needs. The key persons give children who need it their experienced attention, helping make any changes easier for them to deal with. Children are helped to understand the behavioural expectations of the setting. Strategies, agreed with parents, are implemented to deal with any particularly challenging behaviour.

Children benefit from the varied, nutritious and freshly prepared snacks. They learn about healthy eating as they enjoy fruit, with water or milk to drink. There is an established and effective risk assessment system in place. Adults ensure children are cared for in a healthy and safe environment. Children learn how to keep themselves safe in an emergency, for example, they regularly practise evacuating the building. Overall, children behave very well, developing their personal and social skills by playing and eating together in groups. Adults encourage children to take on new challenges, promoting their confidence and self esteem. These practices mean children are well prepared for the next transition in their lives.

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

There are effective arrangements in place, to implement the requirements of the Statutory Framework for the Early Years Foundation Stage. All adults show they have a good understanding of the Local Safeguarding Children Board procedures and are secure in knowing how to respond if they ever have concerns about a child in their care. In the event of any allegations against staff the provider implements effective safeguarding measures following guidance from the Local Authority Designated Officer for safeguarding. There is a robust recruitment, vetting and induction procedure in place. The provider confirms that this is currently being fully updated in line with current practices, helping ensure any new staff are suitable to work with children. Most of the adults employed are qualified to level 3, with most of the others having qualifications at level 2 or working towards a higher management qualification. There is also an efficient and effective staff monitoring, supervision and appraisal system in place. This supports their future professional development and knowledge on how to provide good facilities, support and experiences, for all children and their families. Risk assessments are carried out on a daily basis and any hazards found are made safe. The provider and manager display a good understanding of the ratio and space requirements. The numbers of children and adults is carefully monitored, to ensure they are always within the legal requirements.

The setting's self-evaluation process is continuous and efficient, with reflective practice and evaluation systems in place throughout the pre-school. These, along with regular staff meetings and parent feedback, can identify and address any issues raised. The manager carries out regular observations and monitoring of staff. This means any concerns or queries can be sorted out effectively. The manager and key persons also track children's progress, using their observations and an online system. This means they are able to keep a check on children's achievements and development. If there are any concerns about individual children's progress, these can be swiftly identified and relevant steps taken and planning put in place.

The provider and manager listen to the views of children, staff and parents, using these to change and improve the setting. There are information notice boards, parent 'stay and play' days and open days to promote the involvement of parents. They are actively encouraged to engage in their children's achievements and time spent at the pre-school. Parents can keep up with their children's progress as they are able to view their children's development and progress folder whenever they wish, as well as talk with the key person. Parental consent is always obtained first if it is thought to be beneficial for individual children to consult with specialists or other professionals.

The provider ensures all the staff team are able to access a varied programme of professional development. This enables them to continue to meet the differing needs of children attending. Parents confirm that they are aware of how the pre-school operates and the routines in place. They state that their children thoroughly enjoy themselves at the setting. Parents also say they are very happy with the provision and that the adults working there are helpful, approachable and supportive. They clearly feel at ease as they bring and pick up their children.

The provider and manager value the partnerships the pre-school has built up with local agencies and professionals, such as the local authority early years team and safeguarding team. They make good use of the support and information provided, to help promote children's well-being, welfare and on-going development. All adults in the pre-school are clearly aware of how important their role is in helping children prepare and look forward 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	EY374766
Local authority	Kent
Inspection number	952763
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	36
Name of provider	The Owl & Pussycat Pre-School Committee
Date of previous inspection	10/06/2009
Telephone number	07981 576143

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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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