

Sandringham Pre-school

St. Marys Church Hall, Sandringham Drive, WELLING, Kent, DA16 3QU

Inspection date

Previous inspection date

03/06/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
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	3

The quality and standards of the early years provision

This provision requires improvement

- Children are happy, settled and display a sense of belonging. They form appropriate attachments with staff and other children.
- Children develop their independence and self-help skills as they serve their own snacks and drinks and are encouraged to put on dressing up clothes and coats independently.
- The preschool supports children's move on to their next stage of learning well, by forming close links with local schools and nurseries.
- Staff support children's language and communication, and their problem-solving skills, as they introduce new vocabulary and ask questions that extend children's thinking.

It is not yet good because

- The manager does not monitor staff practice sufficiently to fully inform individual training needs and personal development, as a supervision and appraisal system is not formally in place.
- Self-evaluation systems are not sufficiently developed to identify strengths and weaknesses in provision for children, to set targets and drive continual improvement.
- Staff do not consistently use information gained from observing children to plan for their next steps in learning, so that activities sometimes lack sufficient challenge.
- The book area is not currently inviting and cosy and therefore is not used by many of the 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 sampled documentation, such as evidence of suitability of people working within the setting, risk assessments and attendance, medication, and accident records.
- The inspector invited the manager to carry out a joint observation.
- The inspector discussed the self-evaluation systems to ascertain how the nursery is evaluating the provision to enhance outcomes for children.
- The inspector discussed the observation and assessment systems and how these are used to develop next steps for individual development.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Lara Hickson

Full report

Information about the setting

Sandringham pre-school registered in 1989 and reregistered in 2013 under a new owner. It operates from St Mary's Church hall in the London borough of Bexley and serves families from the local community. The pre-school has use of the main hall, kitchen, toilets, and outside space. The pre-school opens from 9.30am to 12.15pm during term time only.

The pre-school is registered on the Early Years register. The pre-school provides funded nursery education for children aged two, three and four. Nine staff work directly with the children. The majority of staff hold appropriate childcare qualifications.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- establish rigorous systems of self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- use information gained from observing children to plan for their next steps in learning, so that activities have just the right amount of challenge for all children
- put into place clear systems for the appraisal, support and supervision of staff to improve practice within the preschool

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

- improve the book area to make it more inviting for children to sit and share books together
- review the preschool session and layout of activities to offer more opportunities for children to choose what and where they would like to play to provide more enjoyment and challenges for children.

Inspection judgements

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

Staff demonstrate an appropriate understanding of the learning and development requirements of the Early Years Foundation Stage. Staff provide children with activities that cover all areas of learning. There are good opportunities available for children to develop their physical skills in both the indoor and learning environments. For example, children enjoy pedalling around on tricycles, using the climbing apparatus and playing ring games and other action rhymes. Recent changes to the planning systems show that staff are beginning to respond to children's individual interests and stage of development. Staff interact well with children in all activities, as they sit at tables or on the floor with children, supporting and extending their learning. They develop children's language and communication skills as they introduce new vocabulary and ask questions to make children think and encourage their problem-solving skills.

Activities are generally planned around a theme and cover the seven areas of learning in both the indoor and outdoor environments. Children are happy and settled in the preschool and are making some progress in their learning. However, the observation and assessment systems are not effective in monitoring individual children's developmental progress. Although staff complete regular observations these are not consistently used effectively to inform the next steps in children's individual learning or to identify any gaps in learning. The limited assessment sometimes impacts on children's progress as staff do not always have a true reflection of children's current stage of learning. This sometimes results in activities and learning experiences that are not sufficiently challenging or interesting for children.

The preschool works closely with parents to support their children to enjoy their time at the nursery. During the initial settling-in period they discuss children's individual interests and stage of development, to establish children's initial starting points. This information is used to inform planning to meet children's individual needs, and it enables staff to track children's progress from the beginning. Parents are encouraged to be involved in their children's learning through several initiatives that have been introduced. For example, a book sharing scheme is in place for children and parents to borrow and share books at home together. A 'homework' scheme is also in operation for each child. Their key person plans activities for children to do at home with their parents to consolidate their learning from preschool. However there is no pressure for children do these activities if they do not want to. Staff complete progress checks for any two-year-old children who attend the preschool, in cooperation with parents, which allows for early intervention if necessary.

The outdoor area is well resourced. There is a soft play surface, climbing equipment and a variety of wheeled toys so that children can develop their physical skills in the fresh air. A garden area provides opportunities for children to learn about living things as they grow a varied range of fruits and vegetables. However, although most activities are child initiated, opportunities for outdoor play are only available near the end of the morning, after children and staff have tidied the indoor activities away. This limits opportunities for children to choose where they want to play. During the inspection, just as children went out into the outdoor area it began to rain really heavily and so their time outside was curtailed. When they came back into the hall, all of the activities had been packed away and so an impromptu games and races session was quickly organised by staff. Although many of the children really enjoyed the games, the long period of time staff had to cover

before the end of the session led to some children becoming bored and wandering away from the activity.

There are ample resources and opportunities for children to develop their creativity and imagination, for example, through painting, making collages and modelling with playdough. Staff plan opportunities for children to develop their small physical skills and express themselves, through making marks with sponges and other objects in paint, in shaving foam and gloop, for example.

Staff help children to develop key skills that support their next stage of learning or move to school. They encourage children to be independent and to initiate their own play, and they teach them how to use simple tools safely. Staff role model how to use tools correctly and they provide hands-on guidance when required. For example, when children find it difficult to cut up cucumber for their pitta bread wraps, a member of staff shows them how they could chop or slice their cucumber, then leaves children to decide for themselves how they want to cut their section up. When a child manages to cut up a piece of cucumber independently, he shows pride in his achievement, excitedly calling out, 'I did it!' He then makes suggestions to his friend on how he can cut his piece more easily.

At group time children are encouraged to develop listening and turn-taking skills and they share taking responsibility for introducing the letter, number and shape of the week. This supports their self-confidence and communication skills. However, although children enjoy stories and join in enthusiastically, currently the book area is not inviting and cosy and is not used by many of the children. Children self register upon arrival and have other opportunities during the session to find their own names, which provides them with opportunities to recognise print in meaningful situations.

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

A key person system is in place and supports children to form attachments with staff and promotes their emotional well-being. Staff are kind and caring in their approach, which encourages children to establish close relationships with them. For example, they are on hand to support new children and children who find it harder to separate from their parents initially, especially after the recent half term holiday. Children seek support from staff during their play when they have difficulty with an activity, such as fastening the back of dressing up costumes. Children are happy and settle quickly upon arrival to the preschool, eagerly exploring the environment and resources available. Effective settling-in procedures support children to form close attachments with staff. When a child starts at the setting, staff find out about their individual needs, such as any dietary restrictions, religious or cultural requirements, any health issues and any special needs.. A list of allergies and dietary requirements is displayed in the setting to ensure that individual needs are effectively met.

Children develop an understanding of the importance of fresh air, exercise and a healthy diet. Snack time is a social occasion and offers an opportunity where children can chat to

staff on a smaller scale. During snack time children are able to choose and pour their own drinks and prepare their own snack. This supports their independence and is good preparation for school. Staff talk about the benefits of healthy eating with the children and provide opportunities for children to grow, care and taste their own produce such as tomatoes, lettuce, beetroot and carrots. Adult-led activities are planned to introduce children to new tastes and textures. For example, children enjoy making their own pitta pockets using lettuce grown at preschool, cheese, ham and cucumber. Children's independence is supported well by staff who encourage them to manage their self-care independently from an early age. For example, children are encouraged to serve themselves at snack times and to put on their own coats and aprons. The preschool has good hygiene routines in place to protect children from cross infection and to support them to develop independent hygiene practices. Children learn to wash their hands thoroughly prior to snacks and after going to the toilet, and staff provide paper towels for hand drying in the toilets and by the art sink in the hall, to prevent the spread of cross infection.

The preschool has effective procedures to support children to feel and keep safe. Reminders are given to children to reinforce safety concepts during play activities. For example, staff remind children to use tools carefully, role modelling how to use these safely. Children are supervised effectively during their play and efficient staff deployment ensures children's needs are met. Safety is promoted well in the preschool and comprehensive risk assessments are in place. These identify and address any risks within the preschool, ensuring that children's health and safety is maintained. The manager regularly evaluates the accident log to highlight any risks and takes steps to minimise these hazards. For example, recently she noted that several accidents involved splinters and from observations she identified that this was due to a wooden step at one end of the hall. A row of chairs is now put in front of the step to prevent children from accessing this area. The manager has also informed the hall committee of this hazard and is awaiting action to reduce this hazard altogether.

Secure arrival and collection procedures are in place to ensure that children are only released to authorised adults. All visitors show their identification, sign into the visitor's book and are fully supervised while at the preschool. Children participate in regular evacuation procedures to ensure that they are aware of the procedures to follow in the event of an emergency. Accidents are recorded thoroughly on accident forms and parents are informed of these and asked to sign these as confirmation that they have been informed. Three members of staff have a current paediatric first aid qualification and are able to provide appropriate first aid in the event of an accident. Procedures regarding the administration of medication are thorough and promote children's well-being.

Children's behaviour is generally good within the preschool because staff provide clear explanations and gentle reminders about what is acceptable. Children are supported to develop sharing and turn-taking skills and staff plan activities that will encourage them to interact with their friends. This builds children's key social skills and increases their understanding of expected behaviour.

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

Staff demonstrate an awareness of their role and responsibilities with regards to safeguarding children and the procedures to follow if they have any concerns. There are comprehensive safeguarding policies and procedures in place including effective procedures for the recruitment and vetting of new staff. This helps to ensure that all adults working with children are suitable to do so. A comprehensive range of written policies and procedures is in place, and these were reviewed and updated by the new provider when she took over the setting. Additional policies include a clear procedure for the use of mobile phones and cameras in the setting, and the practice observed in the preschool reflects this written procedure.

The new provider demonstrates an awareness of how to meet the requirements of the Early Years Foundation Stage. She has made several positive changes to the preschool, such as by introducing additional policies to promote children's ongoing welfare, and adding to resources to support children who speak English as an additional language. However, although the manager talks to staff on a daily basis and there are termly staff meetings, currently a formal supervision and appraisal system is not in place to identify staff development and training needs fully. As a result, the personal development of staff is not being fully promoted and has the potential to lead to gaps in knowledge and understanding.

The management is beginning to reflect on practice through the evaluation of planning systems and of accident records. Links with parents are developing; a suggestion box has been put introduced for parents to use, and the provider is looking to create a parental questionnaire. This shows her positive attitude towards driving improvement. However, as self-evaluation is in its infancy, it currently does not sufficiently identify weaknesses within the preschool that might impact on children's learning. The provider is keen to address the breach in requirements and weaknesses identified during the inspection.

Staff support children with additional learning and development needs and children who speak English as an additional language. The Special Educational Needs Coordinator liaises with parents if she identifies a concern, to initiate additional support. She works closely with external support professionals, such as speech and language therapists and educational psychologists, so that children receive the help they need. Close links have been made with local nurseries and schools to support children's move on to their next stage of learning. Meetings are arranged to support children with additional needs in their move onto other settings, and a record of transfer is shared with other settings, with parental agreement. Nursery and reception teachers are invited to come and observe children in the preschool, to see how they enjoy their time in a familiar setting.

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	EY464644
Local authority	Bexley
Inspection number	934463
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	33
Name of provider	Sarah Ruth Mills
Date of previous inspection	not applicable
Telephone number	020 88558717

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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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