

Crockenhill Pre-School

Crockenhill Village Hall, Stones Cross Road, SWANLEY, Kent, BR8 8LT

Inspection date

23/09/2014

Previous inspection date

20/06/2011

The quality and standards of the early years provision

This inspection:

3

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 3

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 enjoy strong relationships and bonds with staff. As a result, they are happy and keen to learn and grow in their rapidly with their self-assurance.
- Staff support children's learning well. Therefore, children are making good progress from their starting points.
- Leadership and management of the setting are good. Managers implement consistent practices to monitor practice and ensure that children are able to progress well.
- Clear behaviour management strategies are in place and are followed by staff, which teaches children right from wrong.

It is not yet good because

- Some required documents are not readily available for inspection.
- Staff do not fully nurture children's self-help skills to strengthen their independence.
- Staff do not always extend children's interests to teach them about the wider world.

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 observed activities in the main play rooms and the outdoor play areas.
- The inspector spoke with the provider and staff at appropriate times throughout the inspection. The inspector also gathered the views of the parents.
- The inspector looked at children's learning journeys, planning documents and children's records.
- The inspector invited the manager to carry out a joint observation.

Inspector

Rebecca Hurst

Full report

Information about the setting

Crockenhill Pre-school registered in 1982. The pre-school is privately run and operates from a large hall and one other room in Crockenhill Village Hall near Swanley, Kent. The pre-school is open each weekday from 9.15am to 11.45am for 38 weeks of the year. Children have access to an enclosed outdoor play area.

The pre-school is registered on the Early Years Register. There are currently 26 children aged from two to the end of the early year's age group on roll. The pre-school is in receipt of funding for the provision of free early education to children aged three and four years. The pre-school currently supports a number of children with special educational needs and/or disabilities. The pre-school employs seven members of staff. All of the staff including the managers hold appropriate early years qualifications. Both the managers are currently working towards their early year's degree. The owner holds qualified teacher status. Four staff are working towards further qualifications.

What the setting needs to do to improve further

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

- ensure all records are readily available for inspection.

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

- extend activities to further promote children's interest and understanding of the wider world around them
- strengthen children's self help skills when getting undressed and dressed.

Inspection judgements

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

Staff provide good quality teaching which helps children to make good progress in their learning and development. All staff effectively plan activities and experiences that support the children's individual next steps and which promotes the children's learning and development. Staff successfully track the children's progress towards the early learning goals. They use information gathered through observation and assessment to see if there are areas of learning where children require extra support. Staff then use this to inform the planning of activities to progress the children's development further. Staff carry out

detailed progress reports on a regular basis. Staff carry out the required progress checks for two year old children. They share this with the parents so they can see the progress their children are making.

Staff work closely with the local early years advisors. They seek advice from them to support children's learning and development and to safeguard children who attend the pre-school. They also work closely with the local schools the children move on to. Staff share with the teachers the children's stages of development, and what staff are currently working on with them. Teachers also come into the pre-school to meet the children and see them at play. This provides good continuity of care for the children.

Children enjoy a good range of learning experiences in the pre-school, which actively promotes their learning and development across the seven areas of learning. However, staff do not always actively promote children's self-help skills. For example, at the time of the inspection, children who used the bouncy castle were not given opportunities to attempt to put their shoes on themselves. This was because staff were doing this for the children.

Children enjoyed searching for bugs and insects in the garden. They sat with staff as they dug and talked about what they might find. They used descriptive words such as bigger than, smaller than and the same to describe the sizes of insects. Children found a worm on the grass and staff talked with them about what they thought it was doing. However, staff missed opportunities to extend this activity further to capture children's interest in the worm and insects. Instead the children went back inside to tidy away to get ready to go home.

Staff provide a good standard of childcare by creating a safe learning environment where children can play, learn and develop well. Staff promote children's learning well because they provide a good range of activities and experiences covering all areas of learning, both indoors and outside in the garden areas. This effectively supports children, as activities are interesting and individualised to meet specific learning needs. Overall, children receive good preparation for the next step in their learning.

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

The pre-school management team does not fully promote children's well-being due the weaknesses in leadership and management concerning required documentation. However, children have secure bonds with the staff, which builds on their self-esteem and confidence. The good quality of teaching has allowed children to become confident learners.

Staff use resources well to promote all areas of learning. The resources are all stored so that children can freely choose what they want to use in the hall. This further enhances their learning and development. During tidy-up time children are skilled in handling the resources to put them away. They work very well together to pack away toys and lift items, especially in the garden. This promotes positive behaviour management. All staff are consistent in their approach to behaviour management. They teach the children about

what is right and what is wrong. They also teach the children well about working together. Given the children's ages and stages of development they behave well. Staff work well with parents to look at different strategies they can use to support children with challenging behaviour. Staff and parents have seen positive changes to children's behaviour because of this. This also provides good continuity of care.

All children learn about good hygiene routines. For example, they routinely wash their hands at appropriate times throughout the day. Children enjoy valuable social experiences during snack and mealtimes. All children wash their hands and staff talk to them about the importance of good hygiene. Although staff prepare the snack, children self serve and pour their own drinks, which promotes children's independence skills.

The pre-school has an effective key-person system in place that promotes the children's learning and development well. They work alongside the parents to settle the children into the pre-school and gather information from them that they use to inform the planning. This enables the staff to successfully plan to meet the children's individual needs.

Children learn about keeping safe through the staff's effective support. For example, staff teach children to walk when they are in the main hall and when they move from the inside play areas to the garden. Staff complete regular risk assessments to identify and minimise any safety hazards. Children also participate in regular fire drills and this helps children to understand what to do in an event of an emergency.

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

The pre-school management demonstrate an awareness overall of the requirements of the Early Years Foundation Stage. The provider has a clear understanding of the requirement to notify Ofsted, the local safeguarding board and other agencies if she has any concerns regarding the safeguarding of children. The provider works with the other agencies regularly sharing any information with them that can help to keep children safe from harm. However, at the time of the inspection, some required documents were not readily available for inspection. This is a breach of welfare requirement. The provider was able to demonstrate that staff have Disclosure and Barring Service checks.

Staff have a secure knowledge of the pre-school's safeguarding and child protection arrangements. They understand and implement the safeguarding policies and procedures well. Staff are also fully aware of who to report any concerns to and the time frame to do this in. This further enhances the safety and well-being of the children. Staff complete detailed risk assessments to maintain a safe play and learning environment. The provider and the managers have robust recruitment procedures to check the suitability of staff working with the children. All staff are appropriately vetted and the relevant details are recorded and show when checks were carried out. The provider makes sure she carries out health checks and obtains reference checks for all staff. The provider also carries out further suitability checks on the staff throughout the year, during appraisals and supervisions, to make sure they are still suitable to work with the children. As a result,

suitable staff care for children.

The managers carry out regular supervisions with each member of staff and the provider carries out the appraisals with the staff during the year. Both the provider and the manager encourage professional development and together identify any staff training needs. Staff attend regular training provided by the local authority and through other settings to enhance practice and promote children's learning and welfare. Recent training has included first-aid. Four staff including both managers are currently undertaking further qualifications to enhance their knowledge of child care practice. The provider evaluates the planning to make sure it meets the learning and development needs of the children that attend. All staff are fully involved in all aspects of the planning and evaluation of practice. The provider monitors the children's observation, the planning to make sure they are completed, and that it reflects the children's individual needs.

Staff work closely with the parents and they regularly share information with them about the progress their children are making. Staff provide daily feedback and work with them if they have any concerns about their children's development. Staff invite parents into the setting to talk with the staff about the activities that are on offer and how they support the children's learning and development. In discussions with parents and carers, they are very happy with the care the staff provide and progress they can see their children making. Staff also work very closely with other agencies that are involved in the children's care. This provides continuity of care and learning for all children.

The provider's self-evaluation process is good. The manager and the provider work with staff and the parents to make changes to practice and activities in the pre-school. Staff involve the parents by gathering their views on the service they provide using questionnaires. Their views are valued and used to target aspects for improvement. The managers continually look at the learning environment to see how it can be changed to improve the children's learning and development. For example, staff look at how the activities are arranged to maximise their use by the children. The provider has found this beneficial in supporting the children to work towards the early learning goals through using all areas of the pre-school. Staff use the children's participation in activities to gauge their interests. Staff also sit down and carry out short interviews with the children to gather their views by asking them questions about activities that they like and ones they do not like. This allows the staff to adapt activities to meet the children's individual needs. Staff are responsive to the users of their service. This shows a positive impact on the well-being of the children and that the management team are committed to driving continuous improvement.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	127132
Local authority	Kent
Inspection number	846299
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	36
Number of children on roll	26
Name of provider	Iris Waterton
Date of previous inspection	20/06/2011
Telephone number	01322 669102

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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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