

Bockhanger Monkeys

Bockhanger Community Hall, Bybrook Road, Kennington, Ashford, Kent, TN24 9JE

Inspection date	03/11/2014
Previous inspection date	19/06/2009

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

- Staff plan an interesting range of activities that reflect children's interests well and help them to make good progress in their learning and development.
- Children develop a strong sense of security in the pre-school, responding well to the friendly, caring interaction of staff.
- The good quality of teaching, and many opportunities to make decision about their play, helps children to become motivated, enthusiastic learners.
- Children make good use of resources, both indoors and outdoors, to extend their learning and enjoyment.
- There are very effective arrangements to support children who speak English as an additional language.

It is not yet outstanding because

- Staff do not have a fully secure understanding of the ways in which to positively manage challenging behaviour.
- Parents do not consistently receive encouragement to contribute observations from home or to become involved in setting learning goals for their 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 viewed all areas of the pre-school premises.
- The inspector spoke with the manager, staff, children and parents at appropriate times during the inspection.
- The inspector viewed a selection of documents, including children's progress records and written policies and procedures.
- The inspector conducted a joint observation with the manager.
- The inspector observed the interaction of staff and children throughout a broad range of activities.

Inspector

Liz Caluori

Full report

Information about the setting

Bockhanger Monkeys Pre-School registered in 2004. It operates from the Bockhanger Community Hall on a residential estate in Kennington, Ashford. The pre-school serves the local area. Children have access to an enclosed outdoor play area. The pre-school is open on Monday, Wednesday and Friday from 9am to 3pm and Tuesday and Thursday from 9am to 1pm, for 38 weeks of the year, during school term times only. The pre-school is registered on the Early Years Register and there are currently 27 children on roll. The pre-school supports children with special educational needs and/or disabilities, and children who speak English as an additional language. There are six members of staff, all of whom hold appropriate early years qualifications. The pre-school receives funding for the provision of free early education for children aged two, three and four.

What the setting needs to do to improve further

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

- develop further the knowledge, understanding and confidence of staff in managing children's behaviour positively
- extend the partnership working with parents to more fully involve them in their child's learning by sharing observations from home and contributing the setting of future learning goals.

Inspection judgements

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

Children engage in interesting and varied experiences that promote all areas of their learning and development. Staff use information from parents to gain an awareness of children's abilities and interests when they first start. Staff continue to develop their understanding of each child's unique learning needs through regular observation and ongoing assessment. This enables them to successfully plan activities that reflect children's interests and offer an increasing level of challenge. As a result, children make good progress in their learning and development. For much of each session, children are free to choose the activities they want to take part in. They confidently make choices and decisions and, as a result, are becoming enthusiastic and independent in their learning. There is also an appropriate degree of structure so that children learn to understand routines. This all combines to prepare children very well for their future move to school.

Staff skilfully support children in their play. They know when to intervene to extend children's learning and enjoyment, for example, giving them interesting details of the life

cycles of butterflies. They also recognise when to allow children to learn through exploration. As a result, when children choose to engage in craft activities, staff encourage them to express their own creative ideas. As a result, children confidently and independently use art and craft materials to create expressive and individual artwork. Staff make good use of spontaneous situations to promote children's language. They ask open-ended questions to extend conversations and to encourage children to consider their responses. They also introduce new and interesting words to develop children's vocabulary. As a result, lively conversations can be heard throughout the pre-school and children express themselves with confidence.

Activities are constantly available to promote children's physical development both indoors and outdoors. Children develop good coordination as they climb, run, jump and use wheeled toys. They enjoy games that staff suggest, such as rolling their bodies between cones, and carefully work out how to adapt their position to negotiate the obstacles. This helps them to develop control of their bodies and movements, and to understand their own capabilities, in a safe environment.

Staff maintain good relationships with parents and hold regular meetings to inform them of the progress their children are making. At these times they encourage parents to update their child's 'all about me' record. This helps staff to remain aware of children's evolving interests and any changes to their home situations. However, information sought from parents tends to focus on children's care needs rather than achievements in their learning and development. In addition, staff do not specifically encourage parents to contribute to planning their child's future learning goals. This does not support a fully consistent approach to children's learning between the pre-school and their home. There are appropriate arrangements to complete the required progress checks for two-year-old children.

There are good arrangements to support children who speak English as an additional language. Staff use basic sign language to communicate with children where necessary, and learn key words in languages spoken in their homes. This helps children to settle and supports staff to meet their immediate care needs while their English is developing. Staff use regular opportunities to positively reflect the various languages children hear at home. For example, during daily group sessions staff issue greetings in each language. This has the additional benefit of supporting all children to recognise the skills needed to speak more than one language. One member of staff coordinates the support for children with special educational needs and/or disabilities. She effectively liaises with parents and other professionals to identify children's individual needs and to plan appropriate care.

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

Good team working, effective staff deployment and vigilant supervision creates a friendly, efficient and safe environment. Each key person takes the lead in building relationships with their key children, particularly when they first start. They also coordinate their care, plan for their learning and liaise with their parents. As a result, children settle well and develop a strong sense of security.

Children are happy and develop good social skills as they play cooperatively with their peers. Their behaviour is good overall and staff address minor disputes very effectively through distraction and gentle reminders to 'be kind' or 'play nicely'. There is a slight lack of confidence within the management and staff team in dealing with some more challenging behaviour. This has led to the introduction of a new system which generally focuses on praise and encouragement, but also contains some elements which are less positive. For example, staff place photographs of children's faces on an image of the sun or a rainbow when they display kindness or try hard. However, there is also an image of a thunder cloud to be used to fix children's pictures if they continually display unwanted behaviour. To date, staff have avoided using this as they are very successful using more positive methods. However, this does indicate that they do not have a secure knowledge of how best to help children to take responsibility for managing their own behaviour.

Staff support children to learn about the importance of adopting healthy lifestyles. They supply nutritious snacks and provide parents with suggestions for healthy lunch boxes. Children also have constant access to drinks of water or milk. Children develop good self-care skills as they independently wash their hands before sitting down to eat and after using the toilet. They thoroughly enjoy their regular outdoor play. They benefit from fresh air and physical exercise, for example, as they jump up and down in puddles. Children make very good use of the broad and interesting range of resources available. They confidently select the items they want to use and transport these to the areas they choose to play.

Staff maintain positive links with the local schools. They produce transfer records on each child's learning and development for the Reception teacher at the school they are going to attend. Staff take children on regular visits to the local schools and invite teachers to visit the children in the pre-school environment. This helps to ease children's anxieties and prepares them well for their move to school.

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

All staff fully understand their responsibility to promote children's learning and development. They achieve this well through effective team working. The manager and deputy oversee educational programmes and observe the quality of teaching to ensure consistency. They also successfully monitor the rate at which children are progressing to identify any gaps in achievement. This supports them in identifying areas of development where increased attention may be needed. For example, additional focus is currently being placed on supporting children's communication and language. This is because a recent review found that children's progress in this area is not always quite as rapid as other areas of learning. Staff meet regularly, and seek the views of parents, to undertake more widespread evaluation of the service they offer.

There are robust arrangements to protect children, including thorough checks of staff to determine their suitability. The manager takes lead responsibility for safeguarding and

child protection. She attends regular training to support her in this role. There are clear and appropriate procedures to deal with concerns about the welfare of any child, and to respond to an allegation against a member of staff. Daily safety checks take place to ensure the premises are safe and secure before children arrive. In addition, staff regularly conduct risk assessments of the premises and all outings to identify any potential hazards.

Partnership working with other professionals, including health practitioners, is extremely effective. This ensures that children receive carefully coordinated care which reflects their individual needs. Children benefit from observing the friendly interaction between their parents and the staff. Parents spoken to during the inspection expressed satisfaction with the quality of the service they receive.

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	EY292262
Local authority	Kent
Inspection number	833823
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	30
Number of children on roll	27
Name of provider	Nicola Dawkins
Date of previous inspection	19/06/2009
Telephone number	07860 169353

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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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