

Valley Pre-School

Beckenham Lane, Bromley, Kent, BR2 0DA

Inspection date	08/01/2015
Previous inspection date	09/12/2008

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 organise a broad range of well-planned activities for children which supports them to make good progress in their learning.
- Staff promote children's communication and language well. They use open questions that challenge children's thinking.
- Children are content and secure because staff know them well and provide activities that children enjoy.
- Self-evaluation is robust. Strong partnership working with stake-holders ensures strengths and weaknesses are identified to help drive improvement.

It is not yet outstanding because

- Staff do not share the next steps of children's learning with parents on a regular basis, to support learning at home or share regular information about the activities children are involved in each day.
- The manager does not carry out peer observations to further improve the quality of teaching among her staff and to support her role in carrying out staff supervisions.

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 indoors and outdoors.
- The inspector looked at children's records, planning documents and a range of other documentation, including policies and procedures.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at the pre-school's self-evaluation and identified strengths and areas for improvement.

Inspector

Jane Winnan

Full report

Information about the setting

Valley Pre-School opened in 1991. It operates from a self-contained single storey building set within the playground of Valley Primary school. The group is registered on the Early Years Register. The premises consist of a main playroom, a kitchen area leading through to toilets, hand washing facilities and a changing area. There is also a fully enclosed outdoor play area. Some of the school rooms and grounds are also available to the pre-school. The pre-school is in a residential area with a few local shops nearby. It serves children from the local area, including children with special educational needs and/or disabilities and those learning English as an additional language. There are currently 37 children on roll. The pre-school is open for five days a week during school term times. Sessions are from 9am to 12pm and 1.15pm to 3.45pm. Children attend for a variety of sessions. The pre-school receives funding for the provision of free early education for three- and four-year-old children. There is a team of five staff, three of whom work part time. The leader and assistant leader are qualified to NVQ level 3, one member of staff has a degree in Early Years and one other member of staff have a level 2 childcare qualification.

What the setting needs to do to improve further

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

- strengthen communications with parents to share information about children's daily activities, learning needs and next steps so they can extend learning at home and share what they know about children's learning and progress
- develop the use of peer observations to give feedback to staff on the quality of teaching, supporting personal professional development and the manager's role within supervision.

Inspection judgements

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

Staff plan a broad range of stimulating and engaging activities indoors and outdoors to promote children's learning across the seven areas of learning. Staff know the children well and have a good understanding of how they learn. As a result, children make good progress from their starting points. Staff write termly summaries of children's progress and share these with parents at an open day organised three times a year. Parents say they enjoy these meetings and have an opportunity to talk about their children's achievements and next steps in their learning for example, learning to write their name. However, staff do not regularly identify children's next steps from their daily observations and share these

with parents on an ongoing basis to support home learning. Staff plan activities based on what they know about children. They monitor and track children's progress and put in place early interventions strategies if any child starts to fall behind. Staff have developed good relationships with parents and other professionals to support children with identified special educational needs or disabilities using individual support plans to target learning effectively. Children with English as a second language make steady progress as staff use pictures, dual language books and use print in English and their home language to aid learning.

Staff plan the environment based on children's interests which ensures they remain engaged and focused on activities. They use the playhouse outside as a library to engage in imaginative role-play based on their first hand experiences for example, enjoying being the librarian. Children benefit from prolonged periods of purposeful play to explore and experiment with a range of tools and equipment, supported by staff. Staff teach children about number during children's play for example, while rolling cars down some guttering into the water tray. Staff model counting the cars in different ways, showing that the result is always the same. A wide range of activities help children develop their reading and writing skills ready for starting school. For example, children self-register, look for their name above their coat peg and practise writing their name outside on a white board. As a result, children are making good progress with their mathematical and literacy skills.

During a range of adult-led activities, children are highly engaged and motivated. As a result, they ask questions and are keen to share what they know. Staff introduce the day's activities using picture cards during 'carpet time'. This means children's listening and attention skills are good and children who learn English as an additional language are included. Children show an interest in shape and staff talk to children about how to recognise the square and the rectangle by counting and looking at the length of the sides. Staff extend children's vocabulary when making the most of a spontaneous learning opportunity collecting rain water off the roof in a 'cylinder'. Children enjoy comparing the quantities of water with their friends and filling and emptying their containers. They pour water on to the daffodil bulbs and staff remind children that too much water will cause them to die. Staff are skilful at extending children's learning through experiences that interest and motivate them for example, reading a familiar book about a sheep. She allows children to complete the last word in a sentence for example, 'He knocked over the?' As a result, children listen to stories with increasing attention and recall. Staff challenge children through open questioning and high-quality conversation during the story. For example, she asks children to look at the size of the sheep on two pages and asks, 'What's happening?' Staff promote mathematical language saying 'He's getting bigger!' Staff explore with children how the sheep is feeling asking children, 'Do you think it's a good idea getting mad?' As a result, children are helped to understand the feelings of others and they make good progress in their communication and language skills.

Staff help children to understand about different cultures and traditions by providing experiences, such as celebrating Chinese New Year. Children try new foods and say 'Hello' in Chinese and Italian during the morning welcome song. They have access to resources that promote positive images of people from different cultures and backgrounds for example, cultural dolls, musical instruments and books.

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

The environment is safe and welcoming to children and they settle quickly. Staff have formed positive and appropriate relationships with children who demonstrate a strong sense of belonging and well-being. Children enjoy the activities and experiences offered to them for example, children comment, 'When I get here, I just get my smile'. They have free access to a wide range of good quality resources, labelled with pictures and words indoors and outdoors, which helps children's independence selecting tools and equipment. Children confidently explore an activity of their choice supported by adults, before coming together for 'carpet time'. This means children have opportunities to make relationships or play independently following their interests and learn to cooperate together in a group led by adults.

The rooms are well organised and children benefit from a covered outdoor area that has extended children's learning so they can be outside in all weather conditions. There is a free flow operation every day where children can choose between playing indoors or outside. The environment is engaging and stimulating, set up and ready for the children so they can continue their play and build on what they already know. For example, children have used the playhouse as a Santa's grotto, a shop and it is currently a library. Children enjoy using the ink stamp and talk to each other about sharing, so they can have a turn. They understand the rules for being together and respond well to reminders from staff and visual prompts on display. Children are asked to walk in the setting and tidy up after themselves, therefore, children know what is expected of them so behaviour is good and well managed.

Risk assessments of the premises and on outings help ensure that staff minimise risks and children are kept safe. They hold hands when walking along the road to the local fire station, learn not to talk to strangers and know what to do if they get lost. As a result, children gain an awareness of the strategies they need to safeguard themselves. Children follow good hygiene routines; they wash their hands independently before snack time. Staff socialise with children while they enjoy a healthy snack which promotes their good health. Children choose milk or water to drink. Staff build on previous learning in the classroom talking to children about not having too much sugar as it is bad for their teeth and milk being good for your bones. Staff support children's developing independence well, enabling them to build confidence in their ability to do things for themselves. They establish routines that enable children to develop their self-help skills for example, putting on and taking off their coat, serving themselves at snack time and pouring out their drinks.

Staff, parents and children have a good relationship with the school. Parents say their children settled in well. They comment that it was a good idea to invite new parents to a welcome evening before their children started so they felt more informed. Staff complete a progress report with parents for children moving up into school to ensure that the transition is well managed.

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

Partnerships within the leadership and management team are strong. The manager is supported by the head teacher of the main school and management committee who work well together to fulfil their responsibilities. The manager has a good knowledge of the learning and development requirements and organises staff meetings to monitor the delivery of the educational programmes. However, she does not monitor children's records and ensure that staff observations and assessments are regularly shared with parents to support home-learning.

Staff have a good understanding of their responsibilities to safeguard and promote the welfare of children. They have attended safeguarding training and know their safeguarding procedures that help protect children, should they have any child protection concerns. The safeguarding policy also refers to allegations against adults and the use of mobile phones. The manager produces a set of policies and procedures that she shares with staff and parents so they are aware of the pre-school's practices when caring for their children. These include a complaints and managing children's behaviour policy. Records of minor accidents are signed by staff and parents informed on the same day. The manager and deputy manager have completed paediatric first-aid training to deal with any minor accidents children may have. This further promotes children's welfare.

The manager has robust systems in place to ensure the safe recruitment of suitable and qualified adults. Nearly all the staff have obtained a relevant early years qualification. The manager carries out supervision and weekly staff meetings to support staff with their continuing professional development. However, she does not carry out peer observations of her staff to monitor the quality of teaching to inform her staff's training needs and improve outcomes for children. This means best practice is not always shared to make continuous improvements to the quality of teaching and learning.

There are well established partnerships with parents and other professionals working with children. Parents attend a welcome evening before their children start and attend an open day every term to discuss their children's progress. The manager organised a workshop for parents about 'letters and sounds' which parents found very informative. This means parents feel they are able to support their children's early literacy skills at home. Parents comment that they are very happy with the pre-school and the 'Staff work hard' and are 'Very warm and welcoming'. However, parents comment they would like more information about their children's activities on a regular basis.

Strengths and weaknesses are identified through an accurate self-evaluation that reflects the views of staff, children, parents/carers and other professionals connected to the pre-school. The manager attends a leadership group with other local providers and the local authority, head master in the main school and representatives on the management committee are proactive in helping staff evaluate their priorities for the future.

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	137374
Local authority	Bromley
Inspection number	836501
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 5
Total number of places	16
Number of children on roll	37
Name of provider	The Valley Pre-School Committee
Date of previous inspection	09/12/2008
Telephone number	020 8460 1121

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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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