



## **Mrs Barbers Pre-School**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY284824
<b>Inspection date</b>	21 March 2007
<b>Inspector</b>	Susan Jennifer Scott
<b>Setting Address</b>	Village Hall, Norman Road, West Malling, Kent, ME19 6RW
<b>Telephone number</b>	01732 840489
<b>E-mail</b>	
<b>Registered person</b>	Lucy Ellen Fox
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Mrs Barber's Pre School opened in 1992. It operates from a large hall and two smaller rooms in the village hall in West Malling. There is a large field and enclosed tennis courts available for use by the pre school.

There are currently 53 children aged from two to five years on roll, this includes 34 funded children. Children attend for a variety of sessions from the local area. Children with learning difficulties or disabilities as well as children who speak English as an additional language are welcomed.

The group opens five days a week during school term time only. Sessions are from 09:15 to 11:45 with a lunch club operating from 12:15 to 13:15. The group is also open for two afternoon sessions from 12:30 until 15:00 hours.

Eight members of staff, including a supernumerary manager work with the children and they are supported by the registered owner who acts as an administrator. All the staff hold a childcare qualification equivalent to level two or three.

The setting occasionally receives support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children play in a clean and tidy environment where there are good routines to ensure toys, resources and equipment are clean and hygienic. Children participate in activities and topics that enable them to learn the importance of good hygiene and healthy living. For example, staff encourage hand washing before eating and after they use the toilets through conversations that remind children of the topics they participate in. As a result children's understanding of hygiene routines is good.

The children's health is protected by the record keeping and documentation procedures. Parents are informed of all accidents and sign to acknowledge this and consent to the administration of medication. However, they do not sign to acknowledge the administration of medication to their children. Five staff hold current first aid certificates and are able to administer first aid. This ensures children's welfare in the event of a more serious accident where parents or emergency contacts are not available.

Children experience a choice of snacks that are healthy such as bananas and milk shakes, and enjoy the social and learning opportunities that are encouraged by staff when they sit down in keywork groups for their snacks. This encourages children to develop healthy eating habits and learn about varied cultures as they talk about the foods and drinks they enjoy. Children benefit from the use of books while they are waiting for their snacks but the routine of washing hands group by group and serving food can take some time. This can result in children becoming distracted.

Children enjoy using the indoor and outdoor areas frequently for exploration, play and exercise. They move confidently and in a variety of ways; for example, they enjoy using a variety of balls to refine their throwing, kicking and catching skills.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are encouraged, arrive happily and settle well in this secure and welcoming environment with displays of pictures, posters and children's work, showing that staff value children's contributions. Children benefit from playing in a spacious, well organised environment. This allows them to move around and play safely. They have safe access to a good range of toys and resources which are carefully selected to ensure they are suitable for children.

Children are interested in using the resources and equipment because staff support them well during planned and free activities. They have limited opportunities to freely select their own choices of toys and resources, although staff provide a good range of these and are happy to supplement them if requested.

Children enjoy their play in a safe environment. Regular risk assessments, indoors and outdoors, ensure children's safety. Staff and children have a good understanding of the procedures to follow in the event of a fire because these are well organised and documented. Staff are well deployed to ensure the safety of the children at all times. Children are closely supervised when playing outdoors and at collection times. The play areas are checked before children play to avoid any hazards.

Staff have an understanding of the signs and symptoms of abuse and know what action to take if they have concerns about a child in their care. This enables them to act in the child's best interest and safeguard their welfare.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children under three take part in interesting activities during the session. They are confident in their relationships with each other and the staff. They play happily with each other, learning to take turns and respond to others as they use role play, puzzles, construction resources and books. Staff participate and lead the children's play effectively, building children's confidence. Staffs use of the Birth to three matters framework build upon children's achievements well.

Children become confident communicators as they listen to stories read by staff and share books. They play together using imaginative play resources such as the home corner. All children participate in singing and regularly use of a wide range of creative materials, such as paint, crayons and dough which encourages them to represent their experiences, feelings and ideas in a variety of ways. There are times when not all children are fully involved in the activities, for example when they have to wait for outdoor activities or for snack-time to begin.

### **Nursery Education**

The quality of teaching and learning is good. Children are progressing well, supported by the staff's confidence and secure knowledge of the Foundation Stage. Planning is sufficiently detailed and covers all areas of learning so that it effectively enables children to build on their individual skills and understanding.

Staff use regular observations to plan for the next steps for children's learning. Children's progress is frequently recorded and linked to the stepping stones. Staff make use of assessments to ensure that the planned activities promote the achievements of individual children.

Children develop their personal, social and emotional skills when they are encouraged to help tidy up and take themselves to the toilet, developing a sense of responsibility. They enjoy their independence, freely selecting from varied drinks at snack times which they eagerly participate

in. They are confident in their relationships with staff who enable them to articulate their preferences and ideas well.

Children are successfully encouraged to enjoy stories, showing appreciation of these when they frequently select books to share with each other or with staff. Many children can recognise letter and sounds and write their names competently, although they are not consistently encouraged to do this on their work. Their early reading skills are encouraged by the self registration scheme and use of individually named placemats.

Children confidently participate in mathematical activities and benefit from encouragement to develop their familiarity with numbers. They confidently copy patterns and identify colours and simple shapes but the practical use of mathematical activities is sometimes limited. For instance, staff do not consistently make use of practical situations to build upon children's understanding of quantity, or simple addition and subtraction.

Children experience interesting opportunities to celebrate varied festivals such as Diwali and Wesak as well as St David's day. Children enjoy using the outdoor areas frequently for nature activities or play and exercise. They have very good access to explore, investigate and play in the natural environment when they use the field. They receive good staff support to extend their understanding of the topic on spring through activities such as collecting natural objects like leaves and fir cones. This supports their understanding of the world.

Children develop their dexterity when they use a variety of construction resources and equipment to make their own designs. Their fine motor skills are developing well; for example, they benefit from using a selection of varied crayons, sticky labels and envelopes during the mark making activities.

Children experience stimulating opportunities to draw and paint and their efforts are displayed to support topic work, making them feel valued. They experience frequent opportunities for imaginative activities and role play, extending their imagination using a variety of resources such as the soft toys and dolls. Children respond and move enthusiastically when they confidently perform action songs.

### **Helping children make a positive contribution**

The provision is good.

All children engage in the activities and are provided with good staff support. Staff record and monitor individual religious and cultural information to enable them to acknowledge varied cultures and provide recognition for individual children. Children learn to respect others and staff provide sensitive support to ensure all understand the importance of accepting differences.

Children who have learning difficulties or disabilities are welcome to attend the setting and staff have developed links with local authority specialist staff to ensure they can provide appropriate individual support. There is good access to the building for those with disabilities.

Children play harmoniously and respond positively to staff. They have good relationships with staff who encourage them through positive behaviour management strategies. Their

understanding of right and wrong is promoted through consistent boundaries and the frequent praise given by staff. This enables children to learn desirable behaviour and develop the confidence to learn to take turns and share.

Partnership with parents and carers is good. Children benefit from parents' involvement in their learning. Parents are given information on the activities and are encouraged to contribute towards their children's play plans. They receive good information on the Foundation Stage curriculum and funding as well as the Birth to three framework. Individual consultations are offered to all parents and they are encouraged to develop some of the play and learning topics through suggestions shared by staff on the notice board. Parents and children benefit from effective verbal feedback and sharing of the children's records of achievement on a termly basis.

### **Organisation**

The organisation is good.

The owner and manager are aware of their roles and responsibilities and provide good support for the staff and children. A range of training is provided for all staff, and a system of appraisals is used to meet professional development needs. Effective measures are in place to support the provision in improving. For example, feedback from parents is regularly used to review the provision.

Induction training, policies and procedures are well thought through and effective in keeping children healthy, safeguarding their welfare and effectively promoting their learning. The provision meets the needs of the range of children for whom it provides.

Leadership and management are good.

Children benefit from a strong staff team who work closely together to ensure the effective delivery of the programme. Staff have a sound understanding of the Curriculum guidance for the foundation stage and how to apply this in practice to support children's development. Children benefit from frequent assessments of their achievements and progress. Staff have successfully identified areas to develop, such as their use of the outside play area and the snack-time routine which they intend to improve so that they can offer better provision for the children. The parents views are also canvassed to assess how well the service meets their needs. This has a beneficial effect on the children's development as it enables the setting to work in partnership with parents and carers.

### **Improvements since the last inspection**

At the previous nursery education inspection there were two recommendations. One was to improve the organisation of the large hall during free play to provide areas to support different types of learning and this has now been done. Children now benefit from two additional smaller rooms as well as the hall which have designated areas of leaning.

The second recommendation to develop ideas for using the outside play space all year round is partially completed and children enjoy using the outside area for play, exploration and exercise on a regular basis.

At the previous care inspection there were two recommendations. These were to ensure that all existing injuries are recorded and to provide evidence at inspections of the daily safety checks that are carried out. Both of these have been accomplished and children are safeguarded by the written procedures for injuries and risk assessments.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which can be seen on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

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The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that parents sign the medication records to acknowledge administration of medication

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- facilitate a system to enable children to make choices about the toys and resources they use
- provide sufficient opportunities for children to build on their mathematical development by frequent use of practical mathematical activities
- review the pace and involvement of children in routines, particularly the snack time, so that they are not waiting too long between activities (also applies to education)

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)