

Crestway Pre-School

Inspection report for early years provision

Unique reference number EY310892
Inspection date 08/06/2009
Inspector Janette Mary White

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Crestway Pre-school opened in 2005 and operates from two rooms in a community centre building. It is situated in the town of Chatham, Kent. This group is privately owned. A maximum of 35 children may attend the pre-school at any one time. The pre-school is open for three days from 09.15 to 15.30 and for two days 09.15 to 13.00 each week for 38 weeks of the year. All children share access to a secure enclosed outdoor play area. This provision is registered on the Early Years Register.

There are currently 41 children attending who are within the Early Years Foundation Stage (EYFS). Children come from a wide catchment area. The pre-school currently supports a number of children with learning difficulties and disabilities and also supports a number of children who speak English as an additional language. The pre-school employs seven staff. Of these five, including the manager, hold appropriate early years qualifications and two staff are working towards a qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The provider has a sound understanding of the EYFS. Children enjoy the opportunities and experiences provided by the staff. They learn about their local area and the world around them. They are safe and secure, although, not all risk assessments are recorded and the daily attendance register does not show the children's hours of attendance. Partnership with parents and the local school is valued and the children receive additional support. They have developed links with most settings that children attend. The staff team appropriately work together to support children's development and learning. The program of activities covers the early learning goals and children access outdoor play on a daily basis. The provider is aware of her continuous improvement for the future and highlights their strengths.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve staff's understanding of the child protection procedures including allegations of abuse made against a member of staff.
- ensure all records are maintained and kept confidentially.
- develop links with other settings involved in children's care.

To fully meet the specific requirements of the EYFS, the registered person must:

- make a record of risk assessments clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident and ensure a risk assessment is carried out for each type

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of outing and review it before embarking on each specific outing. (Suitable premises, environment and equipment)

- ensure there is a daily record of children's hours of attendance. (Documentation)

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The leadership and management of the early years provision

Staff follow the appropriate procedures to ensure children are safe. For example, they make sure the main door is alarmed. Risk assessments are undertaken yearly. However, they do not make a record of all risk assessments they conduct. In addition, there is no record of risk assessments for each type of outing or the procedure for reviewing this before embarking on each specific outing. This means that risks to children are not clearly recorded including when it was carried out, by whom, date of review and any action taken. The group offers care throughout the day and children's daily attendance is noted by ticking when they arrive. However, this record does not include their daily hours of attendance. The provider ensures that appropriate procedures are in place for the assessment of children with learning difficulties or disabilities, and for keeping parents informed. Parents receive updates on their child's progress through regular meetings throughout the year. They are given a range of written information including the policies and procedures. They provide all the required written permissions, although confidentiality is not always maintained when recording the administration of medication. The provider gathers information regarding each child's background needs and they have implemented a system to record children's starting points.

Staff work well together and support each other as they adapt activities ensuring children are engaged and stimulated. Key staff are involved in the plans of activities, observing and assessing children. They ask children open ended questions to begin to extend their independent thinking and problem solving. The provider is continuing to develop the daily activity plans in the six areas of learning. She has a positive recruitment and vetting procedure ensuring that children are safe and secure at all times. Staff are offered opportunities to update their knowledge and understanding through training courses, although some staff are not familiar with particular aspects of the safeguarding policy, such as the procedure for allegations of abuse made against a member of staff. As a result, several aspects of children's welfare, care and learning are satisfactory. The provider consulted with staff before completing the online self-evaluation form. Staff support children to help them understand the importance of washing their hands. Children use their self-registration system to identify when leaving the main hall as they independently take themselves to the toilet. They understand that germs give you a 'tummy ache' and make you ill.

The quality and standards of the early years provision

Children arrive happy and settle well at the group. They take part in a program of activities through an adequate balance of child initiated and adult led activities.

Staff make sound use of unplanned events, such as a fox visiting their garden. They regularly note children's observations and achievements. There are examples of positive images to ensure children develop a balanced view of society. Children's art work is displayed and this shows that staff value their contributions. Children are able to self-select from the easily accessible resources and drinking water is readily available, although there are not always sufficient cups for children's individual use. Resources to aid children's independence are available and they use small jugs to pour their own drinks. Children benefit from a variety of activities which help support their learning and development. For example, using balancing beams, or helping each other to make a train track. They are able to freely access a computer each day and demonstrate good control of the 'mouse'.

Children are encouraged to spend time in the garden everyday and take part in activities which supports their future economic well-being. Role play is organised inside and outdoors. For example, children use cooking utensils and play food in their imaginative role play. There is a sufficient range of books and problem solving resources. Children have opportunities to take part in creative activities, such as watching the changes between dry and wet soap flakes or mixing the colours for painting, although sometimes staff automatically write children's names on their art work. Children are able to freely choose the activities they wish to take part in. For example, they ask to water their plants or help by adding more soil to the potato container. Children participate in daily routines, such as large circle time which helps to build upon their communication skills. For example, they discuss the weather, count the number of children and the days of the week. They are familiar with the daily routine and readily lend a hand at tidy up time. They are developing positive relationships and get on well with each other. This is supported by staff through regular praise and positive reinforcement.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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