

Robin's Den Pre-School

Inspection report for early years provision

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Inspection date	11/05/2010
Inspector	Gill Walley
Setting address	c/o Hillside Primary School, Dyke Drive, Orpington, Kent, BR5 4LZ
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Type of setting	Childcare on non-domestic premises

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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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Robin's Den pre-school opened in 1982. It operates from one main room, which is a classroom of a primary school in Orpington. The group also share some of the school's facilities, such as the outdoor areas, library and school hall. Robin's Den serves the local area. There are currently 32 children from 3 to 5 years on roll. This includes some who receive funding. Children attend for a variety of sessions. The setting can support children who speak English as an additional language or who have special educational needs. The group opens five mornings a week during school term times. Sessions are from 09:00am until 12:00 noon. Seven staff work with the children five of whom have early years qualifications to NVQ level 3. The setting receives support from mentors from the Early Years Development and Childcare Partnership. It is a member of the Pre-school Learning Alliance. The setting has links with the adjoining primary school. The pre-school is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Robin's Den pre-school is a good setting where all children make good progress in their learning and development because the Leader and her staff provide exciting opportunities for them which meet the needs well. The pre-school is inclusive and provides good support for children who have additional learning needs or are learning English as an additional language. The new Leader and her team evaluate the provision regularly and identify improvements they can make. Consequently, the pre-school has a good capacity to improve.

What steps need to be taken to improve provision further?

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

- make clear in planning the skills the children will learn through the activities which are provided for them so that the children's progress can be tracked
- provide more opportunities for children to develop their early writing skills
- develop the system for assessing the children's progress so that the Leader can be sure that the activities provided enable them to make equally good progress in all areas of learning

The effectiveness of leadership and management of the early years provision

The pre-school runs very smoothly and is well-organised. The new Leader and her team are very experienced. They work closely as a team and reflect on how they can make improvements which will benefit the children and families. For example, they have identified the need to plan activities in more detail so that they can show

the skills the children will learn and can judge whether they have achieved them. Staff update their skills regularly, for example in first aid and hygienic handling of food, and understand how to ensure that the children are safe at all times. Visitors sign in and doors and gates are kept locked. The premises are checked before each session and a thorough assessment of any possible risks which could cause an accident is carried out each term. If children need to be given medicine, have an accident or are unwell, two adults take responsibility and they complete a record and give parents a copy so that they know what has happened. Staff can easily refer to information about children's allergies. Policies and procedures are reviewed regularly and parents can see them if they wish to. Fire drills are carried out frequently so that the children know what to do in an emergency. New staff are vetted appropriately and all adults are very vigilant. If parents are delayed and need someone else to collect their child, there is a secure password system in place.

The pre-school has improved since the last inspection report, for example the staff now plan varied activities matched to the needs of the children so that the older and more able children make good progress and are suitably challenged.

Staff have a good partnership with parents, who are welcome to come in and talk to their children's key workers whenever they wish to and to see their children's records. Parents can always talk informally to the staff at the start and end of sessions. This helps them to know how well their children are progressing, to see how their children learn and be reassured about their well being. The Leader surveys parents regularly to find out about their views and welcomes their suggestions, for example about the fruit the children eat. Parents are happy with the pre-school and like the information they can see on their notice board, for example about the children's routines, about the specific responsibilities of each member of staff and about other services in the area which they might find helpful. Parents are encouraged to extend their children's learning at home, for example by helping them to complete a diary of what 'Robbie the Bear' does when it is their child's turn to take him home. The Leader works well with other agencies so that children with additional learning needs are completely included in all activities and are supported well. As a result, they make good progress and their parents are reassured. The pre-school works well with the adjoining primary school and the children often play on the playground with slightly older children so that they become familiar with the Reception class area and can settle more easily when they move on from the pre-school.

The quality and standards of the early years provision and outcomes for children

The children's classroom is very welcoming and bright and although children do not have their own enclosed outdoor area, the adults make exceptionally good use of the school playground, field and pond, as well as a covered area to support outdoor learning. If the weather is bad, the children use the school hall. Children have their own garden where they plant seeds and bulbs so that they can observe them and talk about how plants grow, and watch the birds feeding. Children can find the toys they want to play with because they are well labelled and there is a

very good range for them to choose from.

There is an inviting book corner which encourages children to enjoy reading. They play musical instruments and develop very good creative skills through painting, printing, collage and designing models. They are proud of the work which is displayed on the walls which include 'self-portraits' which they have produced on the computer. Many of the creative tasks link to developing their very good understanding of healthy eating. For example, children have covered one wall with collages of fruit and another with paintings of them. Children enjoy playing with small toys, such as cars and trains. When they are outside, they ride bikes and scooters. Adults encourage them to learn about road safety through these activities. The children have a very good understanding of ways to keep themselves healthy, for example they know when and why they need to wash their hands, and why they eat healthy snacks.

Children are very well-behaved because the adults are good role models and have very high expectations. Children have agreed on their own rules and these are displayed for them to see and talk about. Children have high self-esteem because adults praise them for what they achieve and encourage them to develop new skills, for example in learning to use scissors accurately when cutting out pictures. They play very well together and share toys well. They concentrate well on puzzles and when playing with construction sets. There are few resources and insufficient attention is given to help children to develop their independent writing skills although they learn how to hold a pencil correctly.

Children learn a great deal about different cultures and customs, for example through special activities related to festivals. At Divali, they made cards and lamps. They dressed up in traditional clothes, tasted food and learnt how ladies paint their hands with henna patterns. Children play with many multicultural resources, such as dolls and puzzles.

Adults observe the children carefully and make notes about their progress which help them to know what opportunities to provide next for them so they move on in their learning. They plan activities which relate to topics which interest and inspire the children, such as 'People who help us' and 'Under the sea', although the plans don't show exactly what skills the children will develop. The Leader and her team track the children's progress closely and they provide activities and resources to suit the different learning styles of the children. However, whilst adults know how well each child is progressing, this is not linked closely enough to each of the six area of learning, and, as a result, cannot judge how well the activities they provide meet the needs of all children.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met