

2J's Pre-School

Inspection report for early years provision

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Inspection date	16/09/2010
Inspector	Stacey Sangster

Setting address	Woodside Community Centre, Chestnut Road, ROCHESTER, Kent, ME2 2LH
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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

2J's Pre-School opened in 2006. It operates from one main room and a lobby in a community centre, in Rochester. The setting serves the local area. A maximum of 40 children between the ages of two and eight years may attend the pre-school at any one time, although the setting normally only offers places to children under the age of five. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register

The pre-school is open each weekday from 9.00 to 15.00 during school term time. All children share access to a secure enclosed outdoor play area. There are currently 69 children in the early years age range on roll. This includes children receiving funding for nursery education.

Children attend for a variety of sessions. The setting supports children with special needs and English as an additional language. There are 12 staff who work with the children. All staff, except one, hold appropriate early years qualifications. Five of the staff are first aid trained. The setting receives support from the local authority

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting effectively meet the needs of the children in the Early Years Foundation Stage. The capacity to continually improve is strong. The leadership and management of the setting is strong, with a clear focus on enhancing what the setting already do well.

What steps need to be taken to improve provision further?

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

- improve the assessment arrangements by benchmarking childrens progress and use this information to monitor the success of the delivery of the six areas of learning
- extend the partnerships with parents and others in order to better support children's progress in the Early Years Foundation Stage
- extend the records of the information used to assess the suitability of staff, specifically to include the questions asked about applicants health

The effectiveness of leadership and management of the early years provision

Safeguarding arrangements in place protect children well. No unvetted person is permitted to have unsupervised access to children. Vetting procedures in relation

to recruitment cover a wide range of checks although a small amount of the information the providers have used to assess the suitability of staff is not being recorded. The premises are secure with staff closely monitoring entrances and recording visitors to the pre-school. The record of the risk assessments carried out demonstrates a good awareness of what poses a risk to young children and shows how the pre-school have identified and minimised hazards to children.

The Pre-school provides an inclusive environment with 1:1 support provided for children with special educational needs and/or disabilities. There are support systems in place for children who experience communication difficulties, are shy or speak English as an additional language.

Positive and effective partnerships are in place between the pre-school and parents particularly in relation to care and welfare. The partnership in relation to education is emerging, but is not yet as established. The pre-school are pursuing partnerships with other providers who also deliver the Early Years Foundation Stage to a small number of children who attend the group.

Resources are plentiful, well maintained and organised very effectively to enable children to self select from the wide range on offer. The provider has carefully and attractively labelled the storage so that children can quickly identify what the contents are and also find where to put things away when finished. The pre-school have a range of good quality policies, procedures and documents which guide the staff and inform the parents of the aims and practices within the setting. These support continuity and systems in place enhance both the care and education of the children who attend. The staff informally benchmark children's progress using their knowledge of what children are usually able to do at different ages, but are not yet reflecting this in the documentation that they keep. This lack of detail makes it difficult for the setting to accurately analyse the success of the delivery of each individual area of learning.

The pre-school have a clear plan for the development of their setting. They regularly update, systems, policies and procedures and reflect on what they do well with a view to improving it further. Staff share the owners commitment to continual improvement and feel that they are encouraged to share ideas and contribute to the success of the Pre-school.

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

Children's welfare in this setting is supported well. Most children, including those with special educational needs and/or disabilities make good progress towards the early learning goals, given their starting points. The children are supported to develop skills which will support them in the future. Older children show increase independence managing fastenings, buttons and belts on dressing up equipment. They communicate their ideas, thoughts and feelings clearly and are not afraid to express their views. They access a range of equipment which is technology based or replicated technology used in everyday life, such as tills when they role play

shop keeping.

Children have positive relationships with adults in the setting and the staff know children well and are able to motivate them to join in and take part easily. This results in most children being fully engaged in purposeful play throughout their time in the session. The routines allow children to engage in a balance of adult and child led activities and they work co-operatively together when they are in large groups or in 1:1 situations.

Children demonstrate that they feel safe in this setting. They approach the staff with confidence to chat with them, engage them in play or to ask for help with something. Children are developing a good awareness of routines that support their safety, such as fire drills and records show that practices are frequent and regularly occur without incident or upset. Children's health is promoted in a wide range of ways by this pre-school. Children are encouraged to develop a good understanding of what foods are healthy and which need to be eaten in moderation. They develop a good awareness of how to minimise cross infection as they discuss washing the germs off their hands after using the toilets and before eating snacks. The children have access to tissues for nose wiping, which they dispose of hygienically in the bin next to the tissue box.

Children behave well in this setting. They are regularly praised by staff when they take turns; share and are kind to each other. Staff monitor disputes but encourage children to develop the skills necessary to resolve conflict for themselves. It is evident from the bustling, happy and calm atmosphere in the setting that children enjoy their time in this Pre-school. They laugh often, sing spontaneously and show pride in their achievements.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
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

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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	2
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