

# Weald Pre-School

Inspection report for early years provision

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**Unique reference number**

127755

**Inspection date**

28/09/2010

**Inspector**

Joanne Wade Barnett

**Setting address**

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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**

Weald Pre-school opened in 1967 and operates from two rooms in a church hall. It is situated in the village of Weald in Sevenoaks. It has access to the main entrance hall, toilets, a small room, the main hall and a kitchen. The pre-school is open each weekday from 9am to 12pm, during school term time. All children share access to a secure enclosed outdoor play area.

The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children may attend the pre-school at any one time. There are currently 36 children from two and half to five years on roll. The group serves the local and surrounding area. The pre-school welcomes children with special educational needs and/or disabilities and children who speak English as an additional language.

The pre-school employs eight staff. Six of the staff, including the manager, hold appropriate early years qualification; two staff are working towards a qualification. The group receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The uniqueness of each child is recognised by staff who provide sensitive support for them and their families, so that children make progress in their learning and development. Children feel safe because there are good systems in place to safeguard their welfare and protect their health. The setting meets the needs of the children through good input in partnership with other professionals and parents. Recommendations made at the last inspection have been addressed. As a result, the scope for continuous improvement is good.

## **What steps need to be taken to improve provision further?**

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

- ensure that children's next steps are being clearly identified and used in leading future planning
- strengthen the use of letters and sounds through every day experiences

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

Safeguarding is prioritised in this setting. All staff have been appropriately vetted to determine their suitability and they have a good understanding of child protection issues. They are highly aware of the signs and symptoms that indicate

abuse and neglect and are confident about how to pass on concerns. As well as this, risk assessments minimise the likelihood of accidents, while good teaching raises the children's awareness of how to stay safe; for example, they give very clear explanations about using the ramp when coming into the building to help prevent accidents.

Documentation is well-organised, readily available for inspection, stored securely on site to protect confidentiality and amended as soon as changes occur to keep information up-to-date and accurate. All essential records and written policies are in place, which are clear and easy to understand. The registration certificate is prominently displayed to allow scrutiny, as is a poster that explains how parents can contact Ofsted.

Inclusion and diversity are embedded into every day practice to ensure that the setting is accessible to all children. The written policy is inclusive and challenges discrimination. Every child can progress at their own pace and their progress and development is well supported. Toys and resources promote realistic images of diversity and children have every opportunity to learn about the differences between people in society.

Self-evaluation is effective. Staff reflect on their practice and take part in relevant training, such as child protection and first aid. The manager has completed a self-evaluation on line and staff assist in identifying improvements they can make. Changes are monitored informally so that adjustments can be made to the quality of the provision.

The staff ensure that information is shared with parents when children first begin at the group. Staff gather information to establish children's starting points to enable them to work effectively and to accommodate children's individual needs. There is a two way flow of information and staff regularly make parents aware of children's achievements and any concerns they may have; for example, the newsletters detail activity themes, items are suggested for show and tell and things to do at home are also suggested. Parents spoken to at the inspection expressed their 'delight' with the service they receive and have positive relationships with the staff. Parents value the group for its happy atmosphere and there are opportunities for them to contribute to the activities. Staff extend their welcome to other settings that children attend, such as local schools, who they encourage to visit in order to share information and make transitions easier for children.

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

Children enjoy a varied range of play activities to support their progress towards the early learning goals. Adults work closely with them, listening to what they say and encouraging them to express their own ideas and noting the progress they are making. Systems are evolving, although not fully established, which incorporate each child's next steps. All staff successfully support children's spontaneous

learning and this supports the individual achievements for all the children.

The play resources are all age-appropriate. Children are able to self select toys from low level units, which reflect their interests and preferences. The staff make flexible daily plans that cover all areas of the curriculum. They provide equipment for many types of play such as physical play and exercise, construction and mark making; however, evidence shows this is too adult directed as children view one letter per week rather than letter sounds in their everyday experiences. Children's understanding is developed through the good questions staff ask and the suggestions they make; for example, staff encourage children to discuss their favourite foods and family experiences when they sit down for their snacks. Children can easily help themselves to tissues and use the toilets independently. They help themselves to water to drink and each have a bowl at snack time, which reinforces their understanding of good hygiene.

Although the children are not able to move freely between the outdoor and indoor play area, there are opportunities for children to explore aspects of the natural world. They are encouraged to grow plants and visit places in the community. Books, posters and, on occasion, computer programmes are used to support their understanding of numbers and shapes. Plans utilise themes that celebrate varied cultures and extend children's understanding; for example, Swedish day is being explored through discussions, crafts and use of resources. Children enjoy the role-play area that is readily available to capture their imaginations as the children make connections between real life scenarios and their play

Children benefit from good procedures to protect their safety. They are cared for in secure, clean and spacious premises where good safety measures are in place; for example, access to the building is secure and there are good emergency provisions such as, fire extinguishers, exit signs and first aid supplies available. Staff supervise children very carefully and ensure that no adults who have not been vetted have unsupervised contact with children.

Good behaviour management methods help to ensure that each child understands the expected boundaries. Staff are good role models and children learn positive manners and behaviour through their input. They are taught to be considerate to others and happily take responsibility for simple tasks, such as, tidying up or contributing to group activities. The behaviour management strategies in place help to promote children's confidence and self-esteem well. Collectively, these experiences give children a good start in life and help them to achieve future economic and personal success.

## 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

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

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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