

Southborough Pre-School

Inspection report for early years provision

Unique reference number	EY345896
Inspection date	18/07/2011
Inspector	Vicky Turner
Setting address	Southborough Primary School, Southborough Lane, BROMLEY, BR2 8AA
Telephone number	02084 670 108
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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

Southborough Pre-School was registered in 2007. The pre-school has been established since 1997 under previous ownership. It is one of two local pre-schools owned by the current provider. The pre-school is situated in the grounds of Southborough Primary School in Petts Wood, in the London Borough of Bromley. The children have access to two indoor play areas. There are associated toilets and kitchen. A secure outdoor play area is also available and during the colder weather the group have use of the large school hall for physical activities. Children from the local community attend the pre-school. The group is registered for 32 children from 2 to under 5 years at any time. There are currently 75 children on roll. Of these, 55 receive funding for nursery education. The pre-school opens every weekday during term time only. There are two sessions each day. These are between 9.05am until 12.05noon and 12.20pm until 3.20pm. The provision supports children with learning difficulties and /or disabilities and those who speak English as an additional language. A team of ten qualified staff work directly with the children including the provider. Of these one is an Early Years Professional, one has a Foundation degree, two hold a level 4, five hold a level 3 and one holds a level 2. Six staff work with the children at each session including the day to day manager who is supernumerary. The pre-school is a member of the Pre-school Learning Alliance. They receive regular support from the local early years team, area special educational needs co-ordinator and Southborough School. The pre-school is registered on the Early Years Registers and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The dynamic owner manager and enthusiastic staff provide a stimulating and safe inclusive environment for the children to play and learn. Children thoroughly enjoy their time at the setting because the adults work very well together with the school, parents and external agencies to meet children's individual needs. Children make exceptional progress because the adults have a very good understanding of the requirements of the early years foundation stage. Rigorous self-evaluation means that the setting recognises its strengths and knows exactly what needs to be done to secure improvement. The pre-school has an outstanding capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- provide more examples of written words and numbers in the outdoor area in order to extend children's awareness of words and numbers.

The effectiveness of leadership and management of the early years provision

All members of staff are trained in child protection and have a thorough understanding of the procedures for dealing with child protection issues and for reporting children at risk. Staff are thoroughly vetted to ensure that they are suitable to work with children. Daily health and safety checks and risk assessments for local trips ensure a safe learning environment. All staff are trained in first aid and are able to administer first aid should it be required. Robust policies and procedures ensure that children are very well safeguarded. Accident and medication records are very well maintained.

The manager provides exceptional leadership for a team of knowledgeable and committed staff who share her vision for the pre-school. Regular staff meetings provide excellent opportunities for staff to share their ideas and reflect on their practice. The manager is committed to staff development to improve outcomes for the children.

The pre-school is particularly well resourced with good quality age-appropriate resources which are accessible to all the children. Staff are effectively deployed which means that all areas of learning are covered to maximise the best learning outcomes for the children.

The special educational needs co-ordinator works particularly well with the key persons and portage worker to provide suitable support for children with special educational needs and/or disabilities. Early identification and intervention means that children receive the support that they need to make progress. Communication passports effectively support the adults' understanding of how to communicate and interact effectively with children who are learning English as an additional language. Sign language and a visual time line are used very well to aid communication. Children celebrate various festivals such as Diwali, Chinese New Year and the Royal Wedding. Toys and resources promote positive images of diversity and promote children's understanding of similarities and differences between themselves and others. A complaints procedure is on display should parents wish to make a complaint.

Excellent partnership with the school means that the setting has access to the school's hall, nature reserve and the school's grounds. Children from the setting are invited to the school's nativity play, and leavers' assembly. The older children visit the reception class for story time sessions in the summer term to aid a smooth transition. The setting receives very good support and advice from the head teacher and pass on progress reports when the children transfer.

The setting has established strong links with the early years advisory team, health visitors, the specialist support and disability service, the area SENCO and other pre-schools that the children attend. Information is shared with the other pre-

schools to ensure continuity of care. Parents feel very included, well informed and very pleased with the 'exceptional level of care' provided. They comment that the setting is 'absolutely fantastic', 'very well organised', 'safe', and 'my child has learnt so much'. Parents' questionnaires and the suggestion box enable parents to make suggestions and air their views. Parents are encouraged to contribute to their child's learning and development.

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

Children happily engage in junk modelling, draw underwater creatures, learn about balloon modelling, make treasure maps and hunt for treasure. Observational assessment is very well developed and used effectively to identify children's next steps. Key persons plan suitable challenging activities that build on their skills and experiences. Most children make outstanding progress, particularly in physical development, creative development and personal, social and emotional development. Children thoroughly enjoy their leavers' party and are very excited about a visit from Woody from 'Toy Story'.

Children clearly feel safe and learn how to keep themselves safe. For example, they know that they have to do 'good walking'. Adults talk to the children regularly about keeping their environment safe for example, picking up toys that are in the way. They play and use equipment safely. Visits from the community police help children learn about stranger danger and road safety. Regular fire drills help children understand the procedures for safe emergency evacuation of the building.

Children make healthy choices from a range of fresh fruit and vegetables at snack time, milk and water are always on offer. The outdoor area is very well equipped and provides excellent opportunities for children to run around, crawl, swing, ride and climb. It has recently been refurbished but opportunities to develop early letter and number recognition skills are more limited because there are few examples and signs outside. Children have developed very good hand washing routines and picture prompts remind them how to wash and dry their hands properly. Children understand that 'germs make you sick'. They know that 'Coughs and sneezes spread diseases' and are encouraged to wipe their own noses, dispose of tissues appropriately and wash their hands. Visits from the dentist develop children's understanding of how to care for their teeth properly.

Children have formed very positive and trusting relationships with their adults and feel very secure and confident. They are particularly well behaved because the adults manage their behaviour very well. Positive behaviour is praised and anti-social behaviour is carefully monitored. Children are encouraged to be independent. They help set the tables for snack and tidy up the setting. Children have jobs such as bell ringer and time-line person.

Children are very well prepared with skills for the future. Shared discussion times 'What's in the box?' and 'What have I got in my bag today?' sessions, role play

activities and puppets provide excellent opportunities for speaking and listening and extending children's vocabulary. Daily phonic sessions and listening activities help develop children's phonic skills very well. Children make their own books, choose books with their parents to read at home and experiment with a wide range of mark-making tools and resources. There are plenty of opportunities for developing problem-solving and numeracy skills through number rhymes, puzzles, construction toys and practical activities. Children have access to a wide range of information and communication technology equipment with programmes to support most areas of learning. The school's environmental area provides excellent opportunities for pond dipping, fishing, and for children to listen for environmental sounds and hunt for mini-beasts. Children plant vegetables, observe seasonal changes and life cycles to help them gain an excellent knowledge and understanding of the world around them

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

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

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

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

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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