

Mrs. B's Pre-School and Day Care

Inspection report for early years provision

Unique reference number EY284824
Inspection date 21/03/2011
Inspector Jane Wakelen

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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

Mrs B's Pre School opened in 1992 and operates from two rooms in the village hall in West Malling. The pre-school is situated in a residential area. It is open each weekday Monday and Wednesday 9.15am to 3.00pm, Tuesday 9.15am to 2.45pm, Thursday and Friday 9.15am to 1.15pm, term time only.

The pre-school is registered on the Early Years Register. A maximum of 45 children may attend the pre-school at any one time. There are currently 43 children aged from two years to under five years on roll. The pre-school is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

There are seven members of staff, one of whom is qualified to level 2 while the others are qualified to at least level 3 or above in early years education. The setting provides funded early education for three and four-year-olds. The setting has also gained a quality mark award.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning because staff have a secure knowledge of the Early Years Foundation Stage and implement it well. Children are given a good range of activities to support all areas of learning, although the environment does not always fully reflect literacy and numeracy with labels, signs and numbers. Strong links with parents and outside agencies helps to promote continuity of care for children and keeps parents fully informed of their children's progress. The management work with the staff team to self-evaluate the provision and have an accurate understanding of the strengths and weaknesses of the provision. They take effective steps to make improvements through action plans and regular monitoring of the effectiveness of activities to maintain continuous improvement to promote good outcomes for children.

What steps need to be taken to improve provision further?

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

- maintain a clear view of the learning journey for all children but provide different learning opportunities for individual children who need more of a challenge
- further develop the learning environment to ensure it is rich in signs, symbols, notices, numbers, words, children's different interests, home backgrounds and cultures.

The effectiveness of leadership and management of the early years provision

Safeguarding is given high importance by all the staff and management team who understand the comprehensive written policy and implement it well. All staff have had training and update this on a regular basis, with the manager completing the designated person training. Robust procedures are in place for recruitment and vetting procedures implemented to ensure the suitability of the applicant. An induction and probationary period compliment this process to fully protect children's well-being. An appraisal system further supports the ongoing suitability process and identifies training needs for individual staff's personal development. Comprehensive risk assessments are in place and reviewed on a regular basis to ensure the setting is safe for children to play in. Children display an excellent awareness of keeping themselves safe, such as holding scissors carefully and not running where the toys are indoors. Children understand how to keep themselves safe as they follow firm routines when going outside to play, for example holding onto a ring on the rope to keep all children together.

The staff actively promote equality and diversity by ensuring all children are welcomed into the setting and planning takes account of their individual needs. All children are valued and treated with respect by staff who have a good knowledge of each child's background and needs. They have good opportunities to learn about differences in people in the wider community, through activities and learning about celebrations of different cultures, for example, the Chinese New Year. Children were able to taste different foods, make rabbit masks, lanterns and a dragon to go on display. They have opportunities to meet people from the local community, for example, the community policeman to learn their roles within society. Children use a range of resources to reflect positive images of diversity, such as books and puzzles, although the environment does not fully reflect different cultures or disabilities. Children are able to choose resources and activities organised by the staff or make some additional choices from the storage trolleys containing other resources and equipment. A 'choices book' is available containing some photos of additional resources from the cupboard. However, this does not fully support the younger children who may not be aware of the toys in the pictures and cannot explore them first before making a choice. All the resources are well maintained and suitable for the age of children attending.

Partnerships with parents is strong. Parents are happy with the care their children are receiving and feel they are making good progress. Parents are kept well informed about their child's progress and invited to contribute to the assessment process if they wish. Parents are welcomed into the setting and invited to help in the session, bring in items to support the topic or talk to the children about their profession. A coffee morning is arranged to invite parents into the setting to speak to their child's key person and discuss the assessment record for their child to fully promote children's welfare. All the policies and procedures are shared with the parents to keep them informed of the roles and responsibilities of the staff and the setting. Parents are asked to give written consents for aspects of care to promote children's well-being and enable staff to care for each individual child. The setting understands the importance of liaising with outside agencies and other providers

who share the care of the children, to maintain continuity of care and to meet the individual needs of each child. Methods of communication are being developed to reach all professionals.

The staff and management team have completed a self-evaluation of the setting and have a secure understanding of the strengths and weaknesses. Regular monitoring of the effectiveness of the provision through daily evaluation and adult-led activities, including daily observations of children's progress ensure a good understanding of areas to develop. Staff organise action plans which provide a clear audit trail for improvement. The management team and staff are motivated and committed to providing continuous improvement to promote good outcomes for children.

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

Children arrive confidently and happily say goodbye to their parents and carers. They self-register, finding their name on the board and then choose an activity to play with. Several children happily greet their friends on arrival and chat about the toy they have brought in or the new lunch bag they have. Children are confident communicators and chat to staff and their peers about what they are doing, or a recent home event such as a birthday. Children work well on their own and co-operatively with their peers, building a home for the dinosaurs and animals. They behave very well and are learning to share the toys and take turns using the large play equipment. The staff offer praise and encouragement to promote good behaviour helping to raise children's self-esteem.

Children enjoy a varied and interesting range of play activities to support their progress towards the early learning goals. The staff work closely with the children, listening to what they say and encouraging them to express their own ideas. Children are able to select activities from the available resources which are chosen to reflect children's interests and learning needs. Additional resources are available from the storage trolleys, although these do not cover all areas and therefore choice is limited. The staff make flexible daily plans, covering all areas of the Early Years Foundation Stage, using information from observations, which are carried out in many different formats. Children's 'unique story' is completed once a term, providing a summary of children's progress under the six areas of learning. However, not all observations are evaluated to identify the good learning that has taken place, which results in some activities not providing a challenge for the more able children.

Children use their imagination as they play with the role play resources, acting out familiar roles from home, cooking dinner and making cups of tea. Children play with their peers, each taking their own particular role and including the staff within their play. Children have opportunities for messy play, painting with different mediums, cutting, sticking and experimenting with different materials. They sing familiar songs, doing the actions and have opportunities to move to music. Children are able to develop good physical skills as they use a good range of large

equipment both indoors and outdoors. Children steer the 'sit and ride' toys, and learn to use the pedals on the tricycles. They roll the hoops and try to hit the balls with the bats. Chalking on the ground is very popular, with children drawing large shapes and little people and making road ways. Making marks, using various resources happens on a daily basis, with children developing good hand and eye co-ordination. Some children are beginning to write their own name, and can recognise their name cards as they self-register and for snack time. However, there are limited opportunities to see print in their environment in the form of labels, signs, posters and words. Books are always accessible and children show good concentration as they sit and read with an adult or choose to look at books independently. Children have good access to mark making materials and tools, such as a hole punch and stencils. They develop good communication skills with both adults and their peers.

Children develop well in numeracy. Children use mathematical language in their play talking about the tall giraffe and the small duck. They are encouraged to count in all activities and are able to sort by colour and object. Children access equipment to support their mathematical skills, counting cubes, finding numbers in the jigsaws and sorting by colour with the different coloured small animals. Adults use questioning in many activities to encourage children to count, with many of them recognising several shapes such as circle, square and triangle. Some children confidently count beyond ten with several knowing the concept of numbers one to ten. However, there are few opportunities for children to see numbers in their environment to support their sight recognition and familiarity. Children can freely help themselves to different maths equipment from the trolley providing further choice. They handle natural materials such as pine cones, wood, stones and shells, using the magnifying glass to have a closer look. They use torches and magnets to explore different concepts and their environment. Children build with the large wooden bricks and use the small world animals using their imagination. Children use resources to learn about communication technology, for example, computer keyboards, telephones and a small toy electronic laptop. Children enjoy helping to feed the two African snails in their tank whilst learning about living things. Children are able to develop skills for their future because of the good progress in numeracy, literacy and communication technology.

Children learn about living a healthy lifestyle as they are given healthy snacks to eat and drinks are made available throughout the session. Children show their independence pouring their drink from the jugs at snack time and making choices of snacks as they help themselves. They understand the importance of washing their hands before eating and after using the toilet 'to wash away the germs'. The staff continue with good hygiene routines as they ensure the tables are clean for children to eat from before snack time and ensure good routines for nappy changing. Outside play happens on a daily basis, ensuring children benefit from fresh air and large physical exercise, both indoors and outdoors. Children are secure and develop a sense of belonging to the setting. They know the rules of the pre-school and understand the expectations of the staff. Children remind other children to take care when paint drips on the floor and to hold the scissors carefully. They have stories to learn about keeping themselves safe and learn the importance of stranger danger and road safety.

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

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| 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

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|--|---|
| 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 | 3 |
| The effectiveness with which the setting promotes equality and diversity | 2 |
| The effectiveness of safeguarding | 1 |
| 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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| 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

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| 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 | 1 |
| 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