

Crestway Pre-School

The Community Centre, Stonecross Lea, Chatham, Kent, ME5 0BL

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| Inspection date | 11/09/2012 |
| Previous inspection date | 08/06/2009 |

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| The quality and standards of the early years provision | This inspection: | 2 |
| | Previous inspection: | 3 |
| How well the early years provision meets the needs of the range of children who attend | | 2 |
| The contribution of the early years provision to the well-being of children | | 2 |
| The effectiveness of the leadership and management of the early years provision | | 2 |

The quality and standards of the early years provision

This provision is good

- Children settle quickly in the relaxed setting because staff make children feel welcome and form attachments through a secure key worker relationship.
- There are good systems in place to promote partnership working with parents, carers and other professionals, such as the area Senco, to promote children's individual needs.
- The strong leadership and management within the setting fully promotes continuous improvement through the constant monitoring and evaluation of the provision.
- Children become independent learners, gaining confidence in making decisions and developing their self-care routines.

It is not yet outstanding because

- The book area contains a range of books, but is still in the process of being developed to provide a welcoming environment, where children are encouraged to share books and learn about words.
- Some activities are not used to their fullest potential to challenge the older more able children, for example, the painting activities and the climbing apparatus.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspection was carried out in one day.
- The inspector spoke at length to the manager and nominated person throughout the inspection about what she was observing.
- The inspector had a meeting with the nominated person to discuss the leadership and management.
- The inspector sampled children's development profiles, documentation, policies and new paperwork to be used for the two year assessment and the formative and summative records for the existing children and new children coming in.

Inspector

Jane Wakelen

Full Report

Information about the setting

Crestway Pre-school opened in 2005 under the present owner. It operates from two rooms in a community centre building in the town of Chatham, Kent. This group is privately owned. A maximum of 35 children may attend the pre-school at any one time. The pre-school is open Mondays from 9.00 am to 12 noon and Tuesday to Friday from 9.00 am to 3.30 pm for 38 weeks of the year. All children share access to a secure enclosed outdoor play area.

This provision is registered on the Early Years Register. There are currently 49 children attending who are within the Early Years Foundation Stage. Children come from a wide catchment area. The pre-school currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language. The setting receives funding for three- and four-year-olds.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- create an attractive book area where children and adults can enjoy books together, with a rich-print environment to help children learn about words e.g. using names, signs and posters
- provide experiences that reflect children's interests and provide sufficient challenge to extend children's learning.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children settle well into the pre-school due to the welcoming staff and their knowledge of each, individual child. Parents are encouraged to bring their children for settling-in visits where they meet their child's key person, providing a familiar adult. The key person obtains starting points for their key children from parents and uses these to plan individual activities to meet the children's interests. All staff have a secure knowledge of the seven areas of learning and carry out regular observations. The information obtained is used to plan next steps in children's learning and plan interesting activities, for example, supporting a new child in their turn-taking skills through participating in small group activities. However, on occasions some of the activities such as painting and physical activities do not provide sufficient challenge for the older, more able children.

Support for individual children with additional needs is strong. One member of staff predominantly holds this role. She works with the key person and parent to provide individual targets to help children make good progress in their learning. These targets are reviewed and overseen by outside professionals providing an efficient, thorough process

Children are supported well in their development and obtain the skills they require to help the transition to school or the next stage of their learning. For example, children are encouraged to take themselves to the toilet, put their coats on and off and be able to find their name. Staff encourage children's acquisition of language through careful questioning,

group discussion and one-to-one opportunities. For example, children talk about items from home and share with the rest of the group.

The contribution of the early years provision to the well-being of children

Staff have a good awareness of the prime areas of learning and promote these three areas well. Children develop their physical skills using a variety of different resources, such as hoops, balls and sit and ride toys. Opportunities for outside play promote a healthy lifestyle and benefit children through fresh air and exercise. Children develop good self-care skills, washing their hands before eating and after visiting the toilet. They can help themselves to drinks throughout the session, with the older ones, showing the younger ones how the tap works. Children build good relationships with the staff, especially their key person. This enables children to build strong emotional attachments supporting their self-esteem and confidence. Children are encouraged to make friendships with other children, learning to play co-operatively. This involves taking turns, which some younger children find difficult at times. Children's behaviour is managed appropriately and calmly by staff, implementing different strategies when necessary. Staff act as good role models and move around the setting to where they are needed. They identify children's interests and provide opportunities for children to build on these, promoting active learning.

The environment is clean, inviting and well-resourced. The activities and room layout are constantly reviewed by staff to make them suitable and exciting for the children. Children are able to choose a good variety of activities, addressing the seven areas of learning. The majority of resources are suitable for the ages of children attending and staff support children making requests for alternative resources. Children are encouraged to talk about what they are doing and staff ask open-ended questions to extend children's language skills. Children show good concentration at story time, joining in with the story on repetitive refrains. However, the book area is not inviting and lacks labels and words in this area. This prevents children benefiting fully from a place to share books with the staff and each other.

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

The leadership of the setting is strong. The management provides rigorous recruitment procedures to ensure the suitability of the staff before working in the setting. Their suitability is monitored through annual appraisals, renewal of CRB checks and regular supervision. Training is encouraged for all staff, with safeguarding and first aid being mandatory. All staff are committed, enthusiastic individuals who are supported well in improving their knowledge, and professional development. Procedures for safeguarding and keeping children safe are given high priority.

Regular staff meetings are carried out providing staff with the opportunity to contribute to

the planning and activities. They are included as part of the self-evaluation process, enabling them to share their views. Good monitoring of the provision by the management team and the regular reviewing and evaluation enable continuous improvement. For example, staff became aware that snack time was preventing the small room being used effectively. Therefore, snack time was placed in the main hall and the small room is now being developed for quiet play.

The implementation of the revised framework for the Early Years Foundation Stage has motivated the management team to adopt a more effective method of observation and assessment. Although this procedure is not yet fully functional, forms are being introduced to gradually implement the new procedures for the two-year-old check. This planning and preparation demonstrates the commitment by the staff team and managers to provide a welcoming environment where children can achieve to the best of their ability.

The partnership with parents and carers is a particular strength of the setting. Parents are invited into the pre-school to settle their children and meet their key person. Full information is obtained about the child and the key person ensures that parents are kept fully informed about their child's progress and how they are settling in. Coffee mornings and fund raising activities all encourage parents to be involved with the setting. Opportunities to look at their child's learning journals on request and on more formal occasions are implemented. Annual questionnaires enable the staff to obtain parental views, together with the parent's comment box. This information is used to make changes if necessary to ensure the service meet the needs of the families attending. The effective partnership is extended to outside professionals and other settings which share the care of the child. This provides continuity of care and fully promotes outcomes for all children.

What inspection judgements mean

Registered early years provision

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning. |
| Grade 2 | Good | Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning. |
| Grade 3 | Satisfactory | Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good. |
| Grade 4 | Inadequate | Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the |

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| | Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection. |
| Met | The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration. |
| Not Met | The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration. |

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

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| Unique reference number | EY310892 |
| Local authority | Medway Towns |
| Inspection number | 814983 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 2 - 5 |
| Total number of places | 35 |
| Number of children on roll | 49 |
| Name of provider | Deborah Anne Tutt |
| Date of previous inspection | 08/06/2009 |
| Telephone number | 01634 844354 |

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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