

Robin's Den Pre-School

c/o Hillside Primary School, Dyke Drive, Orpington, Kent, BR5 4LZ

Inspection date	23/05/2013
Previous inspection date	11/05/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- The care of children with special educational needs and/or disabilities is a key strength and their individual needs are met well.
- Children enjoy good relationships with staff. Therefore, they are happy and keen to learn and rapidly grow in self-confidence.
- Staff are proactive in assessing and addressing risks to keep children safe.
- Managers monitor staff's practice well to ensure teaching is consistent and ensure's all children make good progress in their learning and development.

It is not yet outstanding because

- The organisation of routines during snack times is not fully effective in supporting children's independence skills.
- Staff miss some opportunities to support children is developing their early writing skills.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the main play rooms and the outdoor play areas.
- The inspector spoke with the provider, manager and staff at appropriate times throughout the observations.
The inspector looked at children's learning journeys, planning documents, the pre-school's self-evaluation form and a selection of policies and procedures and children's records.
- The inspector also carried out a joint observation with the manager.

Inspector

Rebecca Hurst

Full Report

Information about the setting

Robin's Den pre-school opened in 1982. It operates from one main room, which is a classroom of a primary school in Orpington. The group also share some of the school's facilities, such as the outdoor areas, library and school hall. Robin's Den serves the local area. There are currently 25 children from three to five years on roll. This includes children who receive three and four year old funding.

Children attend for a variety of sessions. The setting can support children who speak English as an additional language or who have special educational needs and/or disabilities. The group opens five mornings a week during school term times. Sessions are from 9am until 12noon. Six staff work with the children four of whom have early years qualifications to National Vocational Qualification level 3.

It is a member of the Pre-school Learning Alliance. The setting has links with the adjoining primary school. The pre-school is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register.

What the setting needs to do to improve further

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

- extend opportunities for children to build on their personal independence skills, for example at snack times

- extend children's opportunities to develop their early writing skills .

Inspection judgements

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

Children are happy and settled in the care of the staff. They have secure bonds with the staff, which builds their positive self-esteem and their confidence. Children enjoy snuggling up to staff for cuddles, reassurance and support. Staff effectively use singing, explanation and praise to help develop children's communication and language skills. Staff promote equality and diversity through different festivals and celebrations. Staff also work with the parents to find out about the languages they speak and use this to aid the children's emerging language development. Areas around the classroom are labelled in different languages to show children that print carries meaning.

Children enjoy messy activities that are planned well to support children's learning across the various areas. They enjoy mixing paint and making different pictures with their fingers. They use their fingers to mix the colours and staff ask them what colour they think it may make before it happens and then again afterwards. They also ask the children to describe what they are making and how the paint feels. This enhances both their physical development and communication development as they talk about the texture of the paint. Although children have opportunities to attempt to write their names in the mark making area, staff miss opportunities to encourage this at other times during activities.

Planning is effective in providing activities to enable children to make good progress with their learning and development. Staff use the children's next steps in learning, their interests and views from the parents to plan effectively. Staff track the children's progress using development milestones. These are used successfully to see if children require support with their learning and development. Detailed progress reports are shared with the parents so they can see the progress their children have made. Parents regularly share with the staff what they have been doing with the children and this is used to inform successfully to inform planning. This enables staff to meet the individual needs of the children.

Staff work closely with other agencies caring for the children. They work together with the parents to complete individual education plans. These are then used to inform planning. Given the children's starting points they are making good progress and are gaining the skills they will need for their future learning.

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

Children learn about keeping safe through the staff's effective teaching. For example, they teach them about tripping hazards, making sure children hold onto handrails when using the stairs to move between outside play areas. Regular risk assessments also take place to support the children's safety in and out of the pre-school. Recently procedures have been changed for the collection of children due to the assessing the safety of the children both in the pre-school and those in the school. These procedures have enhanced the security and enabling the staff to keep the children safe. Children also participate in regular fire drills. This helps children to understand what to do in an event of an emergency.

Staff use resources well to promote all areas of learning. The resources are all stored in the class room so that children can freely choose them for themselves, to further enhance their learning and development. This also helps to promote the children's independence skills.

All staff are consistent in their approach to behaviour management and deal with children's behaviour well. They take time to talk to children about the importance of sharing and working together. Staff work well with both parents and outside agencies to support children's behaviour and to put strategies in place to progress their learning and development. Given the children's ages and stages of development they behave well.

Snack times are social occasions where children sit and talk about play and what they have been doing at home, with the staff. However, staff prepare the children's snacks, missing opportunities to develop children's independence. Children learn about colours through looking at the coloured table they are sitting on and selecting the correct coloured plate containing their snack. Children take turns to pass the snack around and help each other to pour their drinks.

An effective key person system is in place, which enables children's individual needs to be met. Staff work closely with the parents and children to settle them into the pre-school. They gain information about children's interests and use this to help them to settle when they first begin.

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

The owner and the manager are fully aware of their responsibility to meet the safeguarding and welfare requirements, and those for learning and development. Staff have a good understanding of child protection and are proactive in taking steps to keep children safe. They are aware of the settings' policies, procedures and who to report any concerns about children's welfare to. Regular and ongoing risk assessments take place to enable children to be cared for in a safe learning environment. There are robust recruitment procedures in place for checking staff's suitability. All staff and the owner have regular supervision sessions to identify any training needs of staff. This commitment to developing staff's knowledge and skills results in improved outcomes for children.

The manager and staff work with the early years team from the local authority to monitor the learning and development requirements. They also assess activities to make sure they are meeting the children's individual needs overall. Staff plan and provide a good range of experiences for children in all areas of learning and they monitor their progress to ensure that children make good progress with their learning and development. Parents' views are sought and valued, meaning that parents are fully involved in their children's learning and care. Staff work closely with the parents and they regularly share information with them about the progress their children are making. Staff provide daily feedback and work with them if they have any concerns about their children's development. Staff also work closely with other agencies that are involved in the children's care. This provides consistency and continuity of care and learning for all children; especially those with special educational needs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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 action. 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 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

Unique reference number	137338
Local authority	Bromley
Inspection number	916671
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	25
Number of children on roll	25
Name of provider	Valerie Robbins
Date of previous inspection	11/05/2010
Telephone number	07957 644488(mob) 01689 830383

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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, which are usually the childminder's 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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