

Picardy Pre-School

Inspection report for early years provision

Unique reference number	EY416253
Inspection date	08/02/2011
Inspector	Sarah Morfett

Setting address	181 Erith Road, ERITH, Kent, DA8 1QQ
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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*.

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Description of the setting

Picardy Pre-School has been established for 44 years and has recently re-registered in 2010 following a change of premises. The premises are situated in a scouts hut in Erith, Kent. The whole of the setting is on one floor and comprises of a main group room with appropriate children's toilet facilities and a kitchen. An enclosed outdoor area is available. A maximum of 35 children in the early years age group may attend the pre-school at any one time. None of the children may be under three. The pre-school is open each weekday from 9.00am to 12.00 noon for 38 weeks of the year.

There are currently 36 children in the early years age group on roll. Children aged three and four years receive funding for nursery education. This provision is registered on the Early Years Register. Children come from a local catchment area. The pre-school currently supports a number of children with special educational needs and/or disabilities.

The pre-school employs six staff. All of the staff, including the manager hold appropriate early years qualifications. One staff is qualified to Early Years Professional Status and one member of staff is working towards a NVQ level 2 qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's learning and development are promoted well because they have access to a broad range of activities which are clearly linked to the Early Years Foundation Stage. Overall, children move forward at a good pace. The pre-school's capacity for maintaining ongoing improvement is good and they are realistic in identifying their strengths and areas for development having successfully addressed the recommendations from their last inspection. This shows their desire to improve. Mostly, the partnerships forged with parents and other professionals contribute to children's ongoing development.

What steps need to be taken to improve provision further?

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

- develop the risk assessment so that it covers anything with which a child may come into contact
- strengthen the ways parents are involved in their children's learning and development.

The effectiveness of leadership and management of the early years provision

Children's safety and welfare is promoted through a well developed range of policies and procedures. An effective recruitment and vetting procedure ensures all staff who work with the children are appropriately vetted and suitable to work with them. A daily risk assessment ensures that most areas children play in are safe and secure. However, not all aspects of the environment they come into contact with are fully assessed. For example, some storage areas in the garden are a potential hazard to children, although staff ensure they are vigilant during outside play. Staff have a good understanding of the local safeguarding procedures. A clearly written policy backs up their secure knowledge and they are confident of how they would progress a concern about a child in their care because they receive regular child protection training.

Staff take time to set up the play area with toys and resources which are based on children's likes and interests. This makes it inviting for them and they are able to make choices about what they play with. Resources are in good condition, age appropriate and help children to achieve the targets the staff set for them. Therefore, children make good progress in relation to their starting points. Equality and diversity is promoted well within the setting. There is a good range of resources which reflects diversity. For example, within the books, small world play people and dressing up. Staff ensure that their own knowledge about different cultures is up to date so they can take part in festivals and celebrations from other religions and cultures. This means children begin to learn and respect other people's difference. The staff work with parents and other professionals to identify children's need for additional support as early as possible. They have good links with the local area special educational needs coordinator, who attends the setting regularly to support and direct them. They have a good knowledge of each child's background and individual needs and use this information when planning to ensure that all children's needs are met.

The staff team have clear aims for the development of the setting and the progression of the children. They are reflective in their practice to identify the priorities for development that will continuously improve the quality of the provision for all children. The partnership with parents is generally good. Parents say they are very happy with the care and support their children receive at the setting. There are systems in place for them to share their views, through parent's questionnaires. They are kept informed of events and activities through a regular newsletter and a wide range of policies and procedures. There is a regular exchange of information with parents providing them with details of how well their children are achieving and developing. However, parents are not always actively involved their children's learning and development within the setting. Children benefit from clear partnership working with a range of outside agencies and services. Strong links are forged with the area special educational needs coordinator and there are effective systems in place to share information where a child attends another setting. This means children's learning, development and welfare and promoted successfully

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

Children are happy at the setting and are eager to attend each day. They show they are settled in the warm and friendly environment as they quickly become involved in the familiar routine. New children are given good support to help them settle in and gain confidence to play independently. Children are enabled to make decisions as they move freely around the setting and make independent choices about what they play with. A wide range of toys, resources and activities provide good opportunities for them to explore and investigate. Children enjoy the effective input of staff as they play and learn together. For example, staff are skilful in using questioning which promotes children's interest and encourages them to think and respond in a range of situations. Children are happily engaged and focused in the activities and staff are very attentive, ensuring their emotional and social needs are well promoted.

Children enjoy a varied and interesting range of play activities to support their progress towards the early learning goals. They start to use counting in many different situations for example; they count as they cut fruit up at snack time working out that there is a piece for everyone at the table. They talk about halves and quarters as the fruit is divided, this means they are developing a good understanding of mathematic concepts. Children thoroughly enjoy mark making. They have good opportunities for writing during role play and other activities. For example, children decide to make a card for a family birthday, they fold the paper in half and draw a picture on the front, inside they write the name, asking how to spell it and making a mark for each letter. This means that children begin to learn to write for a purpose. Children express themselves through art and craft activities using their imagination to create pictures through different media such as sticking and gluing and painting. They can access the outside space each day using equipment which challenges their physical skills. For example, they learn to peddle bikes, balance on the beams and jump on the trampoline. This means that children can be active if they wish to be. Children benefit from the good range of experiences offered that complement their learning and development well.

There is a well developed observational assessment system in place. This includes a good system for recording children's starting points in consultation with parents. For example, an 'all about me' form records children's likes and dislikes and examples of what they can do. This means there is a secure base to move the children forward from. Next steps in children's learning are identified through regular observations which are clearly linked to the early learning goals. This is then transferred to the planning system to ensure that activities are meeting children's individual needs.

Children have good opportunities to adopt healthy lifestyles. For example, they can free flow between inside and out throughout the session thoroughly enjoying the opportunities to be active. They learn about what foods are good for them through discussion at snack time. Children talk about the range of fruit available and the staff explains to them how eating the fruit will give them back the energy they

have used up playing during the morning. This means children begin to understand about why a healthy balanced diet is good for them. Children follow good hygiene routines. They recognise when their hands are dirty after playing in the sand and they know they must wash their hands before they eat the snack going to the bathroom automatically before they eat. Children's good health is promoted well.

Children begin to learn about safety by following simple rules. For example, staff remind them not to run inside and teach them why building the car track across the room could be dangerous. They take part in regular fire evacuations therefore they learn to keep themselves safe. Children behave well in the group because they are engaged in activities which interest them and help them to learn. Any behaviour issues are dealt with sensitively by staff, at the children's level and in a calm manner. Staff are good role models and teach children to be polite saying please and thank you. Staff praise children constantly and offer encouragement where they see they are trying hard. This means that they become confident learners with good self-esteem.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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	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

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	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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