

# Kings Pre-School

Inspection report for early years provision

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**Unique reference number** EY381038  
**Inspection date** 21/11/2008  
**Inspector** Marion Wallace

**Setting address** All Saints C of E Primary School, Boughton Green Road,  
NORTHAMPTON, NN2 7AJ

**Telephone number** 01604714418

**Email**

**Type of setting** Childcare on non-domestic premises

## 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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

## Description of the setting

Kings Pre-School is a committee run group that opened in 1994 on the Kingsthorpe Community College, Northampton site. The pre-school moved to a new site in the grounds of All Saints Primary School in September 2008. It now operates from a five bay mobile classroom. It is registered on the Early Years Register and on both the compulsory and the voluntary parts of the Childcare Register. The pre-school mainly serves children who attend All Saints Primary School. A maximum of 30 children may attend at any one time. There are currently 59 children aged from two to four years on roll. The pre-school is open each weekday from 09.10 to 11.40 and Monday to Thursday from 12.40 to 15.10.

There are currently no children with learning difficulties and/or disabilities but one child who speaks English as their second language. There is a very small secure outdoor area currently used by the pre-school and a larger grass area is being developed. The pre-school also has access to the Early Years Foundation Stage (EYFS) outdoor area in All Saints Primary School. The pre-school employs ten members of staff. Almost all staff hold appropriate early years qualifications. There is wheelchair access.

## Overall effectiveness of the early years provision

The overall effectiveness of the Kings Pre-School is good. Children achieve well and enjoy their time at the school because it is a caring community that is well led and managed. Kings is a very inclusive setting and consequently all children settle in well, learn to consider the needs of others and behave well.

Relationships are very positive, staff are enthusiastic and interact well with children and their parents and carers. Its capacity for continuous improvement is good.

## What steps need to be taken to improve provision further?

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

- develop the outdoor learning area to ensure all children are fully challenged in all areas of learning in their outdoor play
- ensure planning identifies clear challenge for all children especially the more able in all areas of learning and identify clear learning progression in the use of information communication technology.

## The leadership and management of the early years provision

The manager is very experienced and she leads an enthusiastic, well-qualified team very well. The school is well organised and runs smoothly, consequently children's learning and welfare are good. Safeguarding and child protection procedures are robust. All welfare requirements of the EYFS are met. Regular

planning ensures children experience a range of interesting activities but the more able are not always challenged in all areas of learning especially during their outdoor play.

The manager has a clear understanding of the strengths and weaknesses of the provision. She monitors and evaluates the provision and ensures that any major improvements such as the development of the outdoor area, are identified. Monitoring, assessment and recording on a daily basis are well developed. Documentation is good and any identified area of weakness is dealt with effectively.

The manager is committed to improving her knowledge base and that of her staff. There are good staff-to-children ratios and this contributes effectively to the quality of the care provided. The school works well with parents and support services to ensure children benefit from the best care. Coffee mornings for parents are very popular and well attended. There is a good range of resources and these are well used. The pre-school makes effective links with any extended services that are needed to support children who have learning difficulties such as speaking. As a result of these good links in the last few years, all staff and children learn and use simple sign language when learning about the day of the week and the weather. There is one child who does not speak English as their first language. All required written policies and procedures are in place, regularly updated and well written. They are easily accessible and are shared with staff, parents and visitors. Staff have a good understanding of safety and take rigorous care of the children, ensuring that any risk is minimised. All children have individual records which provide an effective way for the school to communicate with the local primary school.

## **The quality and standards of the early years provision**

Children are cared for well because adults have a good understanding of creating a safe and welcoming environment in which risk is minimised and children learn to take care of themselves. Children are guided to use equipment and resources safely and staff ensure that any risk is minimised, for example, children enjoy holding onto the hoops on the communal rope as they walk to the primary school. All welfare requirements of the EYFS are met.

Children make good progress in all areas of learning and development because they enjoy the well-planned activities. Warm relationships with adults and good links with parents enable children to settle easily into the school routines and to feel safe and secure. Adults ensure that there is an appropriate balance between children making purposeful choices about their activities and being directed and guided. Children enjoy selecting their own paint and painting their own pictures. They are challenged well in the story session to talk about the characters in the story and to suggest how the events of the story might unfold. More able children are well challenged in recognising numbers and they were able to say that 21 followed 20. Challenge, however, for more able children is not consistent in all areas of learning. There are missed opportunities to challenge children in using the computer and in outdoor play; riding and learning to control the bikes. All children

made good progress learning to mix the icing and ice the biscuits.

Children learn to eat healthily because they are encouraged to select a range of fruit snacks. Opportunities for children to exercise during the daily 'Activate' session are well developed but opportunities for energetic activity outdoors is limited to visits to the primary school. Children gain good knowledge of their local community through visits from local police and the lollipop lady. They develop awareness of the wider world through celebrating Divali by making their own candle holders. Behaviour is good because expectations are very clear and routines are well established. Children make good gains developing their relationships with each other and with adults. They make good progress developing skills and knowledge for later life. Daily songs are popular and encourage children to develop their recognition and use of numbers. They learn to take responsibility for sticking their own name onto the activity board. Children's ability to use the computer is less well developed.

Children are encouraged to tidy up at the end of the session and they respond to this task sensibly and responsibly. All staff support the children's learning well and, as a result, children are keen to talk to their friends, engage in imaginative play and express their ideas through painting, drawing and collage work. Their pictures are valued and displayed attractively.

Both parents and children have good opportunities to suggest ideas for activities and resources. The suggestion boxes are always available and staff are keen to ensure all families are included. Adults interact with children well and guide their learning, for example, children are encouraged to identify the different fish in the water such as swordfish and shark.

Children use the equipment sensibly and safely. There is always a generous ratio of adults to children and this helps to create a safe and supportive environment. Staff know the children very well and plan interesting activities. Assessments of the outcomes of these activities are recorded on a daily basis and also at the weekly planning meetings held every Friday for all staff. Planning is good but it does not always identify challenge for more able children in all areas of learning.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.