

Kilnsea Pre-School (Under 5's)

Inspection report for early years provision

Unique reference number	148661
Inspection date	14/10/2009
Inspector	Melissa Cox
Setting address	Maiden Place Community Centre, Lower Earley, Reading, Berkshire, RG6 3HE
Telephone number	07754847967
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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

Kilnsea Pre-School (Under 5's) opened in 1987. It operates from the Maiden Place Community Centre in Lower Earley in Berkshire. The pre-school meets in the main hall and also have use of an additional room, kitchen and communal toilets. The building is accessible for wheelchair users and has a disabled toilet. The group serves the needs of the families in the area (it accepts children from all school catchments) and the intake reflects the local community. The Pre-School also has use of a large grassed outside area with a large paved patio with covered sand pit and growing area.

The group is registered on the Early Years Register and a maximum of 48 children, aged from two years old up to five years old may attend. Currently there are 47 children on roll. Children attend for a variety of sessions. The setting is in receipt of government funding for early education and welcomes children with special educational needs and/or disabilities and children with English as an additional language. The group opens five mornings and three afternoons a week during school term time. Sessions are from 9.30am to 12.00pm and 12.30pm to 3.00pm. On the days the group opens for the afternoon, the option of a Lunch Club is offered from 12.00pm to 12.30pm, so children can attend from 9.30am to 3.00pm.

The pre-school is run by a committee and 11 members of staff work with the children. Of these staff, five have early years qualification to NVQ Level 2 or 3. Several members of staff are working towards further recognised early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's developmental and welfare needs are well met by staff that are committed and enthusiastic about the care they provide. Children enjoy their time in the group and make good progress in their learning. Overall, staff provide interesting learning opportunities to meet all children's needs. Good links with parents and carers enables the group to work in partnership to ensure the needs of all children are met by valuing each child as a unique individual. The manager and staff team are supportive in their role and effectively assess practice to improve outcomes for children. Ongoing discussion with the committee enables the staff to maintain the capacity to improve.

What steps need to be taken to improve provision further?

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

- further evaluate group activities within the daily routine to ensure high levels of support and learning for children
- continue to develop methods of assessing children's learning and

development, especially those with additional needs to ensure their future learning is consistently supported.

The effectiveness of leadership and management of the early years provision

Children's safety is well regarded at the pre-school as staff are knowledgeable and confident in the procedures to follow should they be concerned about a child or member of staff. Furthermore, supporting documentation is well written and clear with copies given to parents to ensure a holistic approach to safeguarding. Systems to monitor the suitability of staff, students and volunteers are robust as all adults are checked including detailed files that demonstrate their ability to carry out their roles. Regular risk assessments identify any potential hazards and record the steps taken to minimise these. Children learn how to keep themselves safe as they move around the setting because staff talk to them about good practices, such as not running inside the setting. These messages are reinforced by some of the older children who confidently advise their younger peers and help them to understand. High standards of cleanliness and hygiene help to protect children from infections, and children develop a good understanding of personal hygiene practices. For example, they know it is important to clean their hands before having a snack and many children do this unprompted by staff.

Effective use of the space and resources available, both indoors and outside, means that children benefit from a wide range of play opportunities but on occasions the organisation of group times, for example, snack time is less successful as the children sit for long periods of time. Staff share a positive vision for the setting. The manager and staff work together closely and all are actively involved in identifying and driving forward improvements. A high ratio of well qualified staff work directly with the children. Designated staff members take the lead on, such issues as behaviour management, safeguarding equality of opportunity and the management and maintenance of equipment and resources. Effective recruitment and appraisal systems ensure that staff are suitable to work with children, and that their personal development needs are identified and addressed. As staff carry out their daily roles and responsibilities, they liaise with the manager and discuss everyday concerns which are fed through to the self-evaluation process and then discussed at committee meetings. This overall approach to continually assessing their practice ensures any issues are addressed early on, with firm plans of how they intend to address other areas should they need to. The pre-school's ability to embed ambition and drive improvement demonstrates a commitment to both children and parents and thus provides a welcoming, happy and caring environment for all. Staff work hard to develop their partnerships with external agencies, such as the schools that many of the children will move into, as well as other providers of the Early Years Foundation Stage (EYFS), such as the childminders who have the care of some children who attend the setting.

The setting's engagement with parents and carers is good. Feedback through discussion with parents is extremely positive. Parents have detailed information about the setting prior to their child's placement. This is based upon a

comprehensive pack that includes all the setting's policies and procedures. Parents' views about their own children's preferences and practical abilities are sought at the start of the placement. Regular newsletters that identify ways in which parents may support their children's learning, and regular individual meetings with each child's key worker ensure that parents and carers are fully involved in their children's learning and development. The setting offers parents the opportunity to comment about the service through the use of a detailed questionnaire. Parents make good use of these and appreciate the feedback they receive which is indicative of the extent to which their opinions are valued. The clarity of the views of parents is testimony to the extremely good relationships that are fostered between parents and staff.

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

Staff demonstrate a secure understanding of child development and the requirements of the EYFS as they are confident in their ability to deliver a well planned curriculum. Children enjoy a varied range of experiences that promotes their development across the early learning goals through skilfully delivered activities. Planning takes account of their individual needs and as a result children are developing at their pace, with activities that are fun and that maintain and extend their learning. Staff are accomplished at knowing when to interact as children are offered lots of questions and supported as and when they need to be. In addition, their ability to adapt practice in order to take account of children with specific needs is developing as they are flexible and inclusive, ensuring all children progress at their pace and ability. Children enjoy their time at pre-school as resources are abundant, with staff deployed effectively to help children should they need assistance. They benefit from the free flow access to the newly refurbished outdoor play area every day, where they grow their own vegetables and fruit, harvesting and tasting their produce. Children excitedly ride around the new area on their wheeled toys and expertly turn to avoid obstacles. Their large motor skills are extended as staff join in ball games and encourage children in their play.

Children thoroughly enjoy these interactions and clearly feel safe as staff are vigilant at all times. Children explore mathematical concepts as they understand weight and measure in the water play, using tools to scoop materials into the buckets and jugs. Staff extend their problem solving skills through tailored questions that further promote their language and thought processes. They allow time for children to answer, offering visual prompts to extend and support their learning further. Children have a variety of opportunities for mark making; they draw and 'write' using a range of crayons and pencils and paint pictures. Threading activities help the children to recognise patterns, order and count.

Children are skilled at communicating as they use language to convey their opinions and thoughts. Staff listen attentively, encouraging their understanding and extending this to include other concepts, such as sharing and turn taking. Children regularly and independently explore their environment with confidence as they use computers to increase their understanding of current technology and as children use the computer, learning how things work. They learn about the wider

world as they learn about 'people who help us' and experience sitting in an ambulance with visiting paramedics or confidently practising their fire drill as they talk about the topic of fire safety.

Children are adopting healthy lifestyles and gaining an awareness of how to keep safe as they follow secure everyday routines. Staff support children as they acts as good role models, cleaning tables, washing hands and providing a safe and clean environment. Children benefit from a variety of healthy snacks and drinks, with the opportunity to stay for the lunch club as they bring their own packed lunch. Children's independence is promoted as they are given roles and responsibilities that help them understand the needs of others and how to stay safe as they carry them out. Children are well behaved and are learning appropriate behaviour for different situations. For example, they sit still at group and snack times. Children remind one another of how to behave and help to tidy up. Relationships are warmly fostered at pre-school as children build friendships that they value. Staff are caring and attentive to their needs and work well as a team, providing a secure and trusting environment for both children and their families.

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

How effectively is the Early Years Foundation Stage led and managed?	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

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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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