

Kibworth Pre-School Nursery

Inspection report for early years provision

Unique reference number 226422
Inspection date 26/01/2010
Inspector Tara Street

Setting address The Bungalow, Kibworth High School, Smeeton Road,
Kibworth Beauchamp, Leicestershire, LE8 0LG

Telephone number 0116 279 3689

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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

Kibworth Pre-School Nursery is privately owned and managed. It opened in 1969 and operates from a bungalow in the grounds of Kibworth High School in Kibworth Beauchamp, Leicestershire. There are no issues which may hinder access to the premises. The pre-school serves the Kibworth Beauchamp community and surrounding areas to the south of Leicestershire. Children have access to a secure enclosed outdoor play area. A maximum of 20 children aged two to five years may attend the setting at any one time. The pre-school opens Monday to Friday from 9.00am to 12.00pm term time only.

There are currently 20 children on roll who are within the Early Years Foundation Stage, of these, 15 are in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities. The setting is registered by Ofsted on the Early Years Register.

There are six members of staff, including the owner who work directly with the children. Of these, two hold an appropriate level three qualification in early years and one is currently working towards one. The owner is currently working towards Early Years Professional Status. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Kibworth Pre-School Nursery provides a positive experience for children due to the quality of interaction with staff and the variety of resources and activities available daily. Staff work closely with the parents and provide them with good information about the setting and their child's care and learning. As the setting is small it enables staff to get to know the children well, ensuring their individual needs are met and an inclusive environment is provided. All involved in the setting continually strive to improve, resolve any weaknesses and implement new ideas.

What steps need to be taken to improve provision further?

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

- develop further the assessment system to ensure children's next steps in learning are consistently identified
- plan and implement a wider range of activities which enable children to explore the local community and develop their understanding of the world around them
- provide more regular opportunities for children to access and develop their skills in using information and communication technology.

The effectiveness of leadership and management of the early years provision

Effective recruitment and induction procedures ensure children are cared for by suitable, qualified adults. The records, policies and procedures required for the safe and efficient management of the setting are appropriately maintained and are implemented well to ensure that the needs of all children are met and that they are protected. Regular risk assessments and daily visual checks are carried out on both the indoor and outdoor areas, to help minimise risks to children. Children are safeguarded, as staff have a good understanding of the child protection procedures and know what to do in the event of any concerns. Staff are well deployed to support children and the stimulating resources and activities are arranged effectively to enable independent selection.

Staff work closely with parents and regularly exchange information, verbally and formally to ensure individual needs are met. Initial information about children's likes, dislikes and interests enable staff to plan activities that children will enjoy. Parents are very involved in their child's learning and contribute to the learning record. Effective links are made with outside agencies and practitioners from other early years providers. This ensures consistency and continuity of learning for children.

The setting demonstrates a good understanding of where the areas for improvement are and is committed to changes that will benefit the children who attend. Targets set are honest and realistic and build on the good practice already established. Staff are involved in evaluating and reflecting on practice and given good opportunities to develop their knowledge and skills through training. Staff are well deployed throughout the whole of the session. They show a good understanding of their roles and responsibilities and undertake tasks without direction. Careful attention is given to establishing the individual needs of each child and working with other agencies, where appropriate, to secure their inclusion. Displays and resources depict diversity in order to ensure children learn to value those that are different from themselves.

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

All children are making good progress in their learning and development. Staff are effective in their interaction to support children's learning through discussion, explanation and questioning. As a result children show care and concern for each other and the environment and form good relationships with staff and other children. Planning of activities has a high focus on children's interests and developing social awareness. Ongoing observations enable staff to record children's achievements in learning and plan activities which offer suitable levels of challenge. However, information is not always effectively used to consistently identify their next steps in learning. Purposeful play both in and out of doors, throughout the setting ensures that all areas of learning are covered.

Children use their imagination well, spending long periods of time in the role play area. They enjoy dressing up in a range of outfits and act out different scenarios. Children's knowledge and understanding of the world around them is promoted through daily play resources and their involvement in a range of activities, which look at different celebrations and cultures from around the world. However, local resources are not fully utilised to further enhance children's understanding of their community and the locality. Children play well together, without adult involvement, which develops their social skills. For example, children eagerly play in the sand and water trays and share the various resources available. Children frequently count during games and activities and have good opportunities to recognise numbers and learn simple calculation through songs and rhymes. Children enjoy stories and listen avidly when they are read by staff, joining in with discussions about the characters. They are well supported to mark make and develop early writing skills. Children's information and communication technology skills are generally promoted as they experience regular opportunities to access a computer, cassette player and calculators. However, other opportunities for children to explore technology such as battery operated and programmable toys are limited.

Children's good health and wellbeing is effectively promoted. Children thoroughly enjoy outdoor play and the free flow between the indoors and outdoors. They show skill as they balance on the small gym equipment and negotiate obstacles when riding wheeled vehicles. All of the required information is captured regarding children's health and dietary needs. A healthy and varied snack, such as cucumber, pineapple, rice cakes and a variety of dips, is available to promote children's understanding of healthy eating.

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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