

# King Street Pre-School

Inspection report for early years provision

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**Unique reference number** 221878  
**Inspection date** 18/01/2011  
**Inspector** Veronica Sharpe

**Setting address** Wesley Methodist Church, King Street, Cambridge,  
Cambridgeshire, CB1 1LG

**Telephone number** 01223 352115 or 07967 206516

**Email**

**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*.

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.

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## **Description of the setting**

King Street Pre-School opened in 1971 and is operated as a registered charity by a management committee. The pre-school is located in a room in the Wesley Methodist Church, close to the centre of Cambridge, Cambridgeshire. Children have use of an enclosed outdoor area.

Opening times are 9.15am to 12.15pm Monday to Friday during school term. The pre-school is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register and can accept up to 24 children between the ages of two and eight years. There are currently 26 children on roll and, of these, 14 receive early years funding. The setting supports a number of children who have English as an additional language.

There are four members of staff employed to work with the children, three of whom have appropriate early years qualifications. The setting is a member of the Pre-school Learning Alliance.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Staff get to know children and families well in this small and friendly group. The partnership with parents is particularly good, with effective methods in place to ensure each child's needs are met. Resources are well organised, enabling children to make independent choices during periods of free-flow play. Staff and management have a clear understanding of the priorities for improvement, although they have yet to develop an effective system to reflect on the impact of changes on the outcomes for children.

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

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

- review the methods for evaluating the quality of practice in order to sustain improvements and reflect on areas for future development
- develop further ways to ensure children play independently and follow their own interests throughout the session.

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

Children are effectively safeguarded from the risk of abuse or neglect because the setting has clear policies that explain staff responsibilities. Staff attend child protection training so they know how to take appropriate action if required. Robust recruitment procedures ensure adults working with the children are safe and suitable to do so. Effective induction procedures mean all adults understand how

to keep children safe; for instance, parent helpers know they cannot offer personal care to children. Risk assessments and daily checks ensure the premises are safe. These include effective procedures for the supervision of the children at key times of the day, for example, as children leave the provision.

The environment is bright and attractive and staff work hard to set up a good range of resources and activities each day. Low-level boxes and shelving enable children to be independent and follow their own interests during periods of free play. However, the routines of the session, such as snack and circle times, impact on children's ability to extend and sustain their play. The outside area is used each day, ensuring children have plenty of fresh air and exercise. Children who have English as an additional language are supported well; for example, they benefit from resources such as dual-language books and some multi-language signs. In addition, several staff members speak languages other than English. The setting is not currently supporting any children who have special educational needs and/or disabilities. However, appropriate systems are in place and staff have a sound knowledge base. There are established systems in place to share information with other settings, such as, local nursery classes and primary schools.

The pre-school has comprehensive policies and procedures that keep parents well informed about the provision. All necessary documentation is well organised and up-to-date, such as, parental contracts, medical, and contact information. This ensures children's individual needs are well met. Parents receive regular newsletters to keep them advised of changes and events and have daily opportunities to speak with the staff. Parents speak warmly about the staff and believe their children are secure and well cared for. They say the flexible settling-in procedures and open-door policy make them feel welcome and included.

The new management committee and the pre-school leader are enthusiastic about the future and make plans to secure improvement, such as, encouraging staff to attend further training. Generally they understand about the strengths and the areas for development and show a good capacity to target improvements effectively. However, at present the system for self-evaluation does not effectively monitor the impact of changes on the children.

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

Children and staff enjoy warm and caring relationships. Staff welcome children to the setting and children settle easily into their activities and soon become engrossed in play. Settling-in procedures enable parents to attend the setting with their child and share what they know about their children's preferences and abilities, therefore ensuring each child's needs are met. Good behaviour is promoted well because staff treat children with respect. They listen to them and help them develop sharing skills, for example, negotiating the time when a favourite bike will be available.

Children's individual learning plans are still under development but make good use of observations, photographs and comments from parents. This means planning is

personalised for each child, reflecting their interests and abilities. Assessments take account of children's diverse backgrounds, acknowledging their ability to learn both in English and their home tongue.

Children enjoy the periods of free play and are encouraged to be active learners. They access resources confidently and show self-reliance, for instance, as they put on aprons for messy play. Children select books independently and handle them appropriately, turning pages and following the text with their fingers. They soon congregate round an adult for a spontaneous story-telling session and listen attentively. Plentiful craft resources enable children to express their imaginations using paint, glue, glitter or foam shapes. Children come together to join in singing familiar songs and they learn to match movement to rhythm as they 'wind the bobbin'. The role-play area is well stocked, enabling children to prepare play food, dress up as their favourite film character, or be a princess.

Children's interest in numbers is promoted in fun ways, such as, using a penny to buy a currant bun, then speculating on how many buns are left. Resources such as timers, electronic toys, hole punchers and calculators introduce children to technology in order to promote their future learning. Children find out about themselves and others. They find out 'all about me' and learn that not everyone is the same. Books, puzzles and small world toys show children and families from other countries and cultures, helping children understand about diversity.

Children eat snacks provided by their parents; this is generally healthy fruit, breads or cereal bars. Drinks are available throughout the session and staff offer milk and additional water during snack time, ensuring children are well hydrated. Good hygiene procedures ensure children learn the benefits of hand washing. Visual prompts at the hand basin remind them to use soap and paper towels. Children learn about keeping themselves safe, for example, they practice the fire drill regularly.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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## **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