

Kingsmead Pre School

Inspection report for early years provision

Unique reference number EY410551
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Inspector Mandy Gannon

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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

Kingsmead Pre-school was previously registered in the Community House in Kingsmead, Milton Keynes. It relocated to Oxley Park, Milton Keynes, Buckinghamshire, where it reregistered in 2010. The pre-school is located in the Oxley Park Sure Start Children's Centre, where during opening times it has its own dedicated area with the use of a hall with its own enclosed outside area directly off of the room, toilet facilities and the use of a shared reception and kitchen. The pre-school is one of a number of pre-schools owned and managed by the Pre-School Learning Alliance. The pre-school is registered on the Early Years Register and is open 9.15am until 2.15pm Monday to Thursday and on Fridays it opens from 9.15am until 12.15pm. The setting supports children with special educational needs and/or disabilities and children who have English as an additional language. The group is registered for a maximum of 26 at any one time, children may be aged from two years. There are currently 32 children on roll, all of which are in the early years age group and of these 28 are in receipt of nursery education funding. There are four members of staff who work with the children on a regular basis, two are qualified to level 3 and two have level 2 qualifications in early years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit in a setting where staff have an accurate understanding of their individual needs and differentiate activities in order to provide effective challenges. Staff regularly review their practice and have a concise understanding of their provision and areas for further improvements. Staff work effectively together and successfully provide an environment where children are supported well and the uniqueness of each child is valued. Although, all required documentation is not always accurately maintained.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- maintain an accurate record of all accidents (Safeguarding and promoting children's welfare). 22/06/2011

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

- further develop the process of tracking all children's progress in order to improve outcomes for children and narrow gaps in children's learning and development.
- further improve the valuing of linguistic diversity of all children in the setting,

providing opportunities for children to develop and use their home language in their play and learning.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as relevant required policies, procedures and information are in place. An effective recruitment and vetting procedure is in place. Staff successfully maintain security systems as they stand by the entrance on arrival and departure times, and maintain a record of times of arrival and departure of children, staff and visitors. Staff have an accurate understanding of the signs and symptoms of abuse and neglect, they are aware of the procedures to follow and have local contact details available. Daily site checks and detailed risk assessments are maintained. Staff and children are aware of the procedures to follow during evacuations as they participate in regular practises which are recorded. Records of medication, accidents and incidents are in place. However, an accurate record of all accidents is not always maintained.

Children benefit from a setting which has a highly positive relationship with most groups of parents and carers. There are regular opportunities to share information through daily discussions, newsletters, emails, parental questionnaires and sharing of learning journeys, which parents are invited to contribute to. Parents share information about their child to identify their starting point and home link books are in place to share information with parents who do not come into the setting on a regular basis. Parental questionnaires and a comments box is available and clear accessible communication channels are in place. Children benefit from links between home and pre-school as they take the teddy home and record his adventures, which they share with the group through photographs, they enthusiastically borrow books from the library scheme and parent helpers support their children in the setting. Successful links have been initiated with the neighbouring school and the Foundation Stage teachers, an event within the children's centre building with the pre-school has been organised for the parents and children in preparing for children's move onto school, aiding smooth transitions. Effective links have been established with other professionals who come into the setting to support individual needs, and develop children's understanding of personal care, for example taking care of their teeth.

Effective systems are in place to drive improvement as the manager and the staff team meets on a weekly basis to discuss what has gone well and areas for further improvements. A detailed self-evaluation has been submitted, and is regularly updated which include the views of staff and parents, although the views of children have yet to be considered. Staff are encouraged to attend regular training and an appraisal system supports staff's further professional development. Children actively participate in a broad range of activities in a bright, welcoming, conducive environment. Children confidently make decisions and select resources from clearly labelled boxes and laminated resource books. The setting is well organised and staff deploy themselves effectively providing an enabling environment where children follow their own interests. Due to the new setting the pre-school is continuing to develop the outside learning environment. Children

learn about sustainability as staff encourage them to recycle materials for modelling, have a food bin where peelings and waste from snacks and packed lunches are used for composting and opportunities for digging and planting are provided. Equality and diversity is effectively promoted within the setting where many children have English as an additional language. Staff have actively sought words in children's home language to support and value each child, although this is not yet in place for all children. Pictorial time lines are used to support children's understanding and a tracking system has been introduced and is in place for some children to improve outcomes for children, in order to identify and narrow gaps in children's learning and development.

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

Children are welcomed by staff and immediately make decisions as they confidently become involved in their chosen activity. Children's communication skills are promoted well throughout the setting as they self-register on arrival and successfully understand that print carries meaning through labelling. Children benefit from frequent opportunities to mark make and show an interest in a variety of books which they freely and independently access and take home to share. Children enjoy stories and enthusiastically act out a familiar story which is part of the topic/theme they are exploring following children's interest in fairytales; they use resources to build bridges and extend their use and understanding of positional language as they discuss who is under, over or on the bridge. Children successfully use information and communication technology as they enthusiastically discuss the pre-school computer and others they have at home, and they competently use the mouse when using a range of suitable programs. Children are inquisitive learners as a display at the edge of room shows a recent topic they have followed on dinosaurs, children have made a variety of habitats, made fossils using clay and built nests. Children are painting at the table using paint brushes and string; they decide to access the dinosaurs displayed and start painting them, they spend an extensive period of time painting them in great detail, including their feet and make footprints across the paper. Staff follow children's interests and provide opportunities to extend those ideas through their understanding of their individual needs, an effective key person system maintains an accurate record of children's progress through regular observations and assessments. Staff know the children very well and the next steps in their learning and their interests are accurately identified and shared at weekly planning meetings and used to inform future planning. Staff differentiate activities in order to meet individual needs and are skilled at effectively questioning to develop and extend children's learning and understanding. For example, after a heavy rain shower which children enjoyed standing in and feeling the rain on their faces a child noticed that the rain on the pavement had soon disappeared. The child asked the member of staff where it had gone, the member of staff explained 'you have just been to the bathroom and washed your hands what did you do with your wet hands?', the child explained they had used the dryer, 'well the rain made the paths wet and now the sun has come out and it is like a big dryer'.

Children's health is effectively promoted as children benefit from a free-flow system between the inside and outside throughout the year promoting an understanding of fresh air and exercise contributing to a healthy lifestyle. Children bring in snacks and packed lunches from home and a healthy eating policy is promoted in the pre-school and regularly shared with parents. Children freely access fresh drinking water which they confidently pour themselves and wash up their plates and cups after use developing their independence and responsibility. Children are aware and follow effective hygiene practices as they are aware to wash their hands after toileting and before food. Staff have completed food hygiene training and are qualified in first aid. Effective standards of hygiene are promoted and staff minimise the spread of infection. Children are developing their understanding of keeping themselves safe as they remind others of expected behaviour.

Children are happy, settled, interested and involved in activities. They form positive relationships with one another and successfully play alongside and with their friends, as they take turns, share and resolve the majority of situations themselves. Children form strong relationships with the staff and they frequently talk about their friends at pre-school, showing care and respect for one another. Staff effectively remind children of expected behaviour and of the 'golden rules', for example to use inside voices and discuss consequences of actions. Children are well behaved and supported effectively by staff who act as calm and sensitive role models.

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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