

Kings Pre-School

St. Philips & St. James Church, King George Road, CHATHAM, Kent, ME5 0TZ

Inspection date

10/02/2014

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision requires improvement

- Staff reflect on their practice taking account of parents' views and those of outside professionals to continuously improve outcomes for the children and their families.
- Key persons have formed strong partnerships with other professionals supporting children including when they attend other early years settings. This results in all working together to offer children with special educational needs and/or disabilities the individual care and support that they require.
- Overall, staff provide many activities that children enjoy. These include some in small groups that enable children to explore and investigate with support and encouragement from staff.

It is not yet good because

- The staff team do not implement the behaviour management policy well. They do not teach children in a clear and consistent way what they should and should not do.
- Sometimes, when staff are concentrating on working with groups of children, they do not keep alert to the needs of other children around them. This means some individual children do not get help they need, when they need it
- Staff do not always teach children successfully when children are together in a large group.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities indoors and outside.
- The inspector had discussions with parents, carers, staff and children.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documentation including children's records and safeguarding procedures.

Inspector

Karen Scott

Full report

Information about the setting

Kings Pre-School is privately owned and is situated in Chatham, Kent. It opened under its current owner in 2013 and operates from a church hall. Children have access to an enclosed outdoor play area. It is open each weekday from 9am to noon, term time only. There are single steps to access the front of the premises.

The pre-school is registered on the Early Years Register. There are currently 30 children on roll, all of whom are in the early years age range, some in part-time places. The pre-school currently supports a number of children with special educational needs and/or disabilities and those who speak English as an additional language.

There are seven members of staff, six of whom hold appropriate early years qualifications to at least level three. The setting receives funding for the provision of free early education for children aged two, three and four-years.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure all staff understand how to implement the Behaviour Management policy in regard to providing children with clear and consistent messages of how to behave appropriately, including explanations of why some behaviour is unacceptable
- improve the staff team's teaching skills, so that times when most children play together are carefully planned to capture the interest of all those taking part, and to keep vigilant for the needs of any child who chooses not to participate and wishes to play by themselves.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Overall, the staff team have a secure understanding of the learning and development requirements. The staff set out the church hall suitably so that children make choices about what they play with from toys that are arranged around the room. These resources offer children experiences in all areas of learning. They know what else is available and when they request different toys staff help them to find these in the cupboard. Overall, this system helps children become independent both in their play and as learners in readiness for their eventual move to school.

The 'key person' system, whereby staff take responsibility for particular children, has some

positive aspects. Key persons know what children enjoy playing with and make those toys available. This approach helps new children to settle well and supports learning at favourite activities. Key persons regularly observe children and use that information to assess development and to think about what the children's next steps in learning will be. However, staff are less successful in planning activities when children are altogether in a group. At these times, some younger children are unclear what to do, while some older ones quickly become bored. This weakness in teaching means that these children do not gain much from such activities.

Children arrive happily and have formed strong relationships with adults who greet them warmly. They approach adults ask them to join in with their play and respond positively to staff input. Children are very confident and staff help them to express themselves. For example, staff encourage children to say how they are feeling and staff listen with care and consideration. Adults engage children in conversations asking questions that help children to develop their language and communication skills. Children know that adults are interested in what they say because they listen intently. Where children are learning English as an additional language, key persons work closely with parents and carers learning important words to aid communication. This approach shows all children that adults value what they say and supports their language development well.

The staff develop children's literacy skills well in preparation for school. Staff teach children how to use and enjoy looking at books. Children run their fingers under words and turn pages with confidence. They demonstrate that they are developing an understanding that words have meaning because staff help them to do so. For example, children recognise their names when they find their names cards at snack time. When a child picks up another child's ear muffs the adult helps her to identify who these belong to by sounding out the name that is written on them. Such useful teaching helps children understand the value of learning letter sounds in a way that is meaningful to them. Adults encourage children to write their names on their artwork, giving much praise for their efforts. Children show they are developing their hand control well when they try out their early writing skills. Children thoroughly enjoy adults reading stories to them and show high levels of concentration at group story time. They particularly enjoy it when props are used to support storytelling and join in enthusiastically at these times.

In contrast to some larger-group activities, staff organise teaching well for small groups of children. Children are enthusiastic at these times and become highly involved in activities. For example, children explore the properties of magnets with an adult who asks useful questions which encourage children to think and talk about what they are doing. Children are engrossed as they observe what is happening. However, as adults concentrate on these activities they neglect to keep an eye on other children who need support around the hall. Some children who need help, for example to reach a coat, wait for as long as ten minutes before being noticed. This means children's time is wasted.

Parents and carers are welcomed warmly to the pre-school and share information that helps staff understand children's preferences and needs. Consequently, children settle well into pre-school. Regular newsletters inform parents and carers about the themes the setting will be following and enables them to continue the learning at home if they wish. Children's record folders are sent home regularly. This system aids two-way

communications and a consistent approach.

The contribution of the early years provision to the well-being of children

The staff team implements clear procedures to keep children safe. Children play in a secure environment. This means they are free to move around independently and make choices about what they play with. This approach develops children's confidence.

Children have formed strong attachments with their key persons, who help them to feel safe and secure in the pre-school. Key persons know the children that they care for very well and work together to ensure that children's individual needs are met. Key persons are calm and patient with children. They use some good teaching strategies, such as giving children time when undertaking personal care, for example to use the toilet independently. This approach helps children gain skills in readiness for the next stage in their learning.

Generally, children behave well but there are occasions when they are overly assertive because their confidence levels are high. The staff team does not always give clear, consistent messages when talking with children. For example, when children run around the hall staff are quick to ask them to stop but some do not give explanations about why. This is not helping children to develop their understanding about playing sensibly.

Staff teach children the basics of how to live healthy lifestyles. They allow children to make choices about whether to play outside. Children understand that when it is cold they need to wear coats. The staff expectation that they will play outside in the fresh air and have exercise helps them develop a positive attitude to being outdoors in preparation for school. Staff allow children to make their own decisions about when to have their snack, which also supports their growing independence and means that children's play is not interrupted.

Staff use most apparatus and equipment well except during some times when children come together. Some younger children stand still, seemingly wondering what to do with scarves, while older ones quickly become bored with them during a movement activity, for example.

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

The provider understands the safeguarding and welfare requirements of the Early Years Foundation Stage. She ensures the staff team implement these. The vast majority are implemented well. Risk assessments are thorough and robust, and assess everything that children come into contact with at the pre-school and when on outings. When assessing the environment staff also think about the individual needs of children. All staff are first aid trained and management ensures that knowledge is up to date in order to provide children with appropriate help if they have an accident. Staff participate in safeguarding training and are aware of their roles should they have any concerns about a child. Policies

and procedures underpin the daily running of the pre-school. These are reviewed and when updated shared with parents and carers to keep them fully informed about staff practice. Recruitment procedures are sound and the manager has participated in training to support her in this process.

The new owner encourages a culture of evaluation across the staff team that works to children's benefit. The manager leads by example, because she is currently engaged in management training, demonstrating a desire to improve practice. The views of parents and carers are valued too and older children now take work home after a suggestion in a questionnaire. The manager appraises staff performance and has strategies in place to observe practice and therefore support professional development. Staff are very keen to participate in training, updating their knowledge and sharing this with others, helping to improve outcomes for children. Children's performance and the activities that they participate in are monitored to help the pre-school ensure that children enjoy varied educational programmes and to identify where they require further support. Nevertheless, some weaknesses have been overlooked, such as the lack of consistency in behaviour management.

Partnerships with other settings and professionals caring for children are strong and well established. Key persons work very closely with others, sharing information that helps them to work together to support children to make good developmental progress and to have their individual needs met. This results in children with special educational needs and/or disabilities having their learning needs fully met as key persons are fully aware of how to meet these. Parents and carers say that they are well informed about their children's progress and that they feel involved in their learning. They praise the supportive environment and are pleased that their children are happy and making progress.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY462287
Local authority	Medway Towns
Inspection number	933449
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	30
Number of children on roll	30
Name of provider	Deborah Mary Fouch
Date of previous inspection	not applicable
Telephone number	01634 681 671

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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