

Kester Pre-School

15 Kester Way, St Neots, Cambridgeshire, PE19 6SL



Inspection date	10 February 2017
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The pre-school leader shows ambition for the setting and is able to talk confidently about changes made since the setting opened. For example, staff have altered the layout inside to make better use of the space and further promote children's independence. Self-evaluation, which takes account of the views of staff, children and parents, is being used well to drive improvements.
- Children are sociable and confident. They play well alongside their peers and are learning to share resources. Staff are positive role models and quickly and consistently respond to any minor disagreements.
- Children make good progress and enjoy their time in the stimulating and well-resourced learning environment, particularly indoors. Activities cover the seven areas of learning and are tailored to children's interests and stages of development.
- Children are learning to keep themselves safe. They know to walk when they are indoors and regularly remind each other not to run. Children help to cut up fruit for snacks, using age-appropriate equipment. The staff remind them to focus on what they are doing, so they do not hurt their fingers.

It is not yet outstanding because:

- Not all the staff have highly developed teaching skills. While the staff naturally join in with children's interests, some of them do not always recognise the opportunities to further extend children's prediction and problem-solving skills.
- Staff have not yet fully considered the needs of children who prefer an outdoor learning environment.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- explore further ways to share good practice within the staff team, so that consistently very high-quality teaching is embedded and opportunities for children to problem solve are made the most of
- enrich the learning opportunities provided to offer greater challenge to children who prefer to be outdoors.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the pre-school leader.
- The inspector held a meeting with the pre-school leader. The inspector also looked at relevant documentation, such as the setting's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Julia Sudbury

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff can recognise the signs and symptoms of possible abuse and are confident about how to record and report concerns regarding a child's welfare. Staff regularly review their knowledge in team meetings. Effective induction procedures, regular supervisions and team meetings are being used to generally develop staff practice and understanding of how to support children's learning. Links have been developed with local professionals and there is a two-way flow of information with other settings that children attend. These links are being used well to support children's development. Parents speak highly of the setting, praising the staff and the progress their children make.

Quality of teaching, learning and assessment is good

Staff are well qualified and show enthusiasm for supporting children to grow and develop. Children who speak English as an additional language are supported well. Staff have a good understanding of each child and use their interests well to plan exciting activities inside that children enjoy. Activities remain available over time, allowing children to return to them and further enhance their learning. Regular observations and assessments help to ensure children are making good progress. The pre-school staff focus on children's language development, regularly tracking them to ensure they are making sound progress. Staff engage with children's conversations helping to extend and develop their vocabulary. They often read and look at books with children. The sharing of learning records, daily feedback and parent events ensures parents are actively involved in their children's learning.

Personal development, behaviour and welfare are good

Children's emotional well-being is given high priority. Staff regularly praise children for their efforts, helping to build children's self-esteem. Transitions into the pre-school are managed sensitively and in partnership with parents. Home visits are used well to gather pertinent information to support children's early days in the setting. Children are developing self-care skills. They are encouraged to put on their own coats before going outside to play and reminded to wash their hands before snack time. Dancing activities help children to value the importance of physical activity. They talk about how they feel hot and thirsty after they have finished, and they have a drink of water to cool down. Children are provided with a range of healthy vegetables and fruits for snacks.

Outcomes for children are good

Children achieve the key skills they need for school. They are motivated learners and spend sustained periods of time engaged in their play. Children show delight as colours mix together, correctly identifying changes as they happen. They develop physical skills as they pedal bikes or balance on climbing equipment outside. Children engage in role play, making up their own stories, negotiating and working out scenarios. As children play board games they know to take turns and help to remind each other whose go it is. They develop an understanding of numbers and counting as they move counters and count the dots on dice.

Setting details

Unique reference number	EY494385
Local authority	Cambridgeshire
Inspection number	1027421
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	39
Name of registered person	Pre-School Learning Alliance
Registered person unique reference number	RP900844
Date of previous inspection	Not applicable
Telephone number	01480 218565

Kester Pre-School was registered in 2015. It is run by the Pre-School Learning Alliance. The pre-school employs four members of childcare staff, all of whom have appropriate early years qualifications at level 3. The pre-school offers sessions from 9am until 3pm, Monday to Friday and during term time. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language.

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