

# Kilsby Pre-School

Kilsby C of E Primary School, Manor Road, Kilsby, RUGBY, Warwickshire, CV23 8XS



## Inspection date

6 June 2017

Previous inspection date

14 March 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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

- Staff are particularly skilled at preparing children for school. They use their links with the local Reception teacher to ensure their assessments of children's learning are accurate. Focused teaching has ensured children start school with very good mathematical skills and the necessary early reading and writing skills.
- All children gain very good communication and speaking skills. Help for children who need additional support in this area is particularly effective. For example, the managers and staff use their strong links with other professionals to ensure their support is targeted.
- Staff build supportive relationships with their key children. They help children settle in and make friends. Children are confident and receive enthusiastic praise from staff for their efforts and achievements.
- Management and staff work cooperatively to reflect on and improve the outcomes for children. Action plans include feedback from staff, parents, school staff and children. These help to target and address areas for improvement well.

### It is not yet outstanding because:

- Staff do not take all opportunities to extend the progress of children who prefer to learn through activities that they choose themselves, in order to further develop their learning.
- On occasions, staff do not provide consistent messages to help children to build on their understanding of what is expected of them.

## What the setting needs to do to improve further

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

- make better use of opportunities to extend learning and teach new skills to children who prefer to learn through less-structured play
- provide clear messages for children about what is expected of them at different times and in different situations to ensure their highest possible level of cooperation.

### Inspection activities

- The inspector observed children's play and staff's interaction with them. She viewed the toys, resources and equipment.
- The inspector held discussions with the committee members, managers, staff, Reception teacher and children.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.
- The inspector completed a joint observation with the manager.
- The inspector checked evidence of safeguarding practices, recruitment, staff's training, professional development and the evaluation process. The inspector looked at children's records and discussed how staff assess children's progress.

### Inspector

Victoria Weir

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff have a good understanding and knowledge to help them to recognise and report any child protection concerns. Recruitment procedures are robust and ongoing checks help to ensure staff's continued suitability. The management team monitors children's overall development well to address any areas where they need additional support. Additional funding is used effectively to ensure individual needs are met. The manager uses evaluative feedback and information from others, such as the Reception teacher, to help her to monitor staff's practice and improve teaching. Staff have many professional development opportunities that help them to develop their skills to benefit children. For example, staff have recently improved children's physical skills using knowledge gained in training. The manager and staff inform parents regularly of their children's progress and how they can support learning at home. Parents praise the team for the care and learning their children receive.

### Quality of teaching, learning and assessment is good

Staff use regular assessments to identify and plan for children's next steps. Children are able to explore a range of exciting resources and activities freely and follow their own ideas. For example, they use construction blocks to build models based on their favourite film and confidently talk about what they have created. Children benefit from planned opportunities to read books and learn to link sounds and letters. Staff effectively introduce appropriate levels of challenge as children of different ages play together. For example, staff help two-year-old children learn how to create a sandcastle and four-year-old children consider the weight and height of buckets filled with sand.

### Personal development, behaviour and welfare are good

Children are happy in the welcoming environment. Staff encourage children to be independent and hygienic. For instance, children help themselves to snack and wash their hands. Staff talk to children in a calm and respectful way. They teach children to share resources fairly and take turns. Overall, children behave well. Staff support children's physical skills effectively. They help children to learn about people's similarities, differences and to respect others.

### Outcomes for children are good

All children make good progress and any gaps in learning close. Older children make particularly good progress in mathematics. They write recognisable letters and learn to read their names. Children persevere with new skills, completing activities to their own satisfaction. Two-year-old children develop the basic skills to support future learning. For example, they explore making marks in paint, follow instructions and learn new words.

## Setting details

<b>Unique reference number</b>	511063
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	1064227
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	Kilsby Pre-School Committee
<b>Registered person unique reference number</b>	RP523010
<b>Date of previous inspection</b>	14 March 2013
<b>Telephone number</b>	07913848617

Kilsby Pre-School registered in 1969. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school employs three members of staff who hold appropriate early years qualifications, including the manager who holds early years professional status.

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