

# Kings Hill Pre-school

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY345804
<b>Inspection date</b>	12 July 2007
<b>Inspector</b>	Vanessa Wood

<b>Setting Address</b>	Kings Hill Centre, 70 Gibson Drive, Kings Hill, WEST MALLING, Kent, ME19 4LG
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<b>Registered person</b>	Kings Hill Pre-School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Sessional care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Kingshill Pre-school was registered in 2007 and is committee run. It is set in the Kingshill community centre, near West Malling. A maximum of 30 children may attend at any one time. The pre-school is open from Monday to Friday, term time only, from 08:45 to 15:45. Children have access to the main playroom, a set of three toilets, a disabled toilet and a secure outdoor area.

There are currently 53 children, aged from two years to under five years, on roll. Of these 24 receive funding for nursery education. There are currently no children attending with learning difficulties and/or disabilities. The pre-school supports children who have English as an additional language.

Five staff work directly with the children, three of whom hold a recognised early years qualification and one member of staff is due to start training soon. Two members of staff have enrolled on training programmes to up-grade their current levels of qualification. The group are members of the Pre-school Learning Alliance.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are protected from cross-infection by the staff's careful attention to good hygiene practice. They develop good standards of independence in their personal care, having easy access to toilets and learning to wash their hands following the step by step written instructions. They help to keep their environment clean and tidy as they help to tidy up resources at the end of the session and help to clean the tables before snack time. Staff put into practice appropriate hygiene measures when changing nappies but there is no written procedure for them to follow. Most staff have up-to-date first aid qualifications and clear policies and procedures are in place to enable them to deal with any emergency. Children enjoy a very healthy nutritious snack of different fruits that is provided by the parents. When the snack bar is open, staff prepare the fruit and children independently choose what they want to eat. They help themselves to a drink of either milk or water that they pour from jugs. During the sessions children have free access, weather permitting, to the outdoor play area. Here they enjoy riding on small tricycles and push along toys. They also have access to a large climbing frame, balls, hoops and bean bags. Children delight in playing with the sand and chalking on the ground. Children use an extensive range of equipment and interesting activities to develop their manipulative skills. They use many tools, such as scissors, paint brushes and shape cutters and learn to mould clay and dough.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a modern, very clean and well maintained environment. Staff follow clear procedures to protect children from unvetted persons. Children benefit from a well resourced environment. Furniture and storage units are all at child height so that children are able to make independent choices and share responsibility for keeping their environment tidy. Equipment, such as books and the computer, is easily accessible in solid units so children can access it safely and independently. Storage drawers for children's toys are labelled with words but not pictures, making it less easy for children to identify what is in the boxes. Staff arrange regular fire drills and ensure all children participate and are familiar with the procedures. Daily risk assessments are carried out, such as checking the premises are secure, the fire exit is not blocked and safety gates are in place. Staff will complete a full risk assessment of the building this summer following their first full term in operation. The premises are new and purpose built and therefore comply with current safety regulations. Children's welfare is supported by the staff's understanding of child protection procedures. All staff have attended recent training and the written policy statement has been up-dated following the training.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children come confidently into the pre-school and settle quickly into familiar routines. They form strong trusting relationships with staff and play happily together. They are very confident in making choices and concentrate well at their chosen activities, showing great interest and a desire to learn. Staff offer a great deal of individual care and attention to help children feel valued. Children communicate well with staff and are eager to participate in large group sessions as they discuss the story being read to them and talk about the sounds of the musical instruments. They enjoy looking at books, painting and chalking and choosing tools to work

with the play dough. Staff support their explorations and encourage conversation which develops language and communication skills. Staff have an understanding of the Birth to three matters framework and use this when planning activities.

## **Nursery Education**

The quality of teaching and learning is good. Most staff are qualified and all staff have a good knowledge of how children learn and develop. Staff plan interesting activities which cover all areas of learning for the Foundation Stage. Planning is flexible to ensure children have the opportunity to choose their own play materials and learn from first hand experiences during the long free play session where they can independently move from indoors to outdoors. Staff led activities are adapted well to meet the individual needs of children. Staff monitor what children do and keep records of their observations. However, staff do not record on the daily plans how they intend to promote individual children's learning to effectively meet children's differing needs.

Children's work is displayed attractively showing that staff value them. Children can sit quietly to listen when appropriate and concentrate for long periods on their chosen activities. They become confident in speaking as staff encourage communication and introduce new vocabulary. They enjoy listening to stories and sharing books both individually and in small and large groups. Children benefit from a variety of activities that develop hand and eye co-ordination and prepare them for writing. Staff help children to form letters and numbers by tracing around letter shapes and by drawing letters in foam with lolly sticks as well as using pencils, crayons and chalk. They learn the links between sound and letters and learn to recognise their names and older children can write their own names on their work. Children learn to count with confidence and to recognise numerals as staff use incidental opportunities to discuss with children numbers and counting for real purposes. For example, staff work closely with children as they attempt to complete number puzzles, explaining how to recognise large numbers and the sequence in which they are arranged. They enjoy using the computer with very good educational programmes and are learning good mouse control.

Children's creative development is promoted well as they delight in playing musical instruments. They shake instruments in time to the songs they are singing, learning to go slowly and quickly, louder and softer keeping in time to the music. Role play is promoted well with very good equipment and resources in place and children's imaginative play is promoted well. Children explore their senses as they are introduced to different foods, such as onion, garlic, peppers, apples and the herb rosemary. They smell and taste the food and describe what it smells and tastes like, such as crunchy or soft, sweet or sour. They rub their fingers on the rosemary and smell the aroma and learn that it is used in cooking. Children enjoy the many and varied activities provided by staff.

## **Helping children make a positive contribution**

The provision is good.

Children learn to understand their own needs and those of other people because staff create a positive and inclusive environment. They show children that they are valued by encouraging them to express their own ideas and opinions and by displaying their work attractively. Children develop a positive attitude towards others and the wider world through learning about festivals for different cultures and they are provided with a small range of toys and equipment to reflect positive images of cultural diversity. Procedures are in place to support children with learning difficulties and/or disabilities. Children show a high standard of confidence and independence.

They have a strong sense of belonging to the group and are familiar with routines and know what is expected of them. Children are well behaved as staff praise and encourage achievements and promote children's self-esteem. They develop a positive attitude towards others and play harmoniously in pairs and small groups learning to share and negotiate their roles in imaginative play. Spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. Parents receive clear and detailed written information about the pre-school before children attend, for example, a written prospectus that includes clear information about the Birth to three matters framework and the Curriculum for the Foundation Stage, regular newsletters and there is a parents' notice board. Staff are available to exchange information at the start and end of each session. However, parents are not given the opportunity for individual parent consultations in order to discuss their children's progress and to be part of the assessment process.

## **Organisation**

The organisation is good.

Children benefit from good levels of supervision from an experienced and qualified team of staff. Staff work well together and have formed a strong team. Good use is made of space to provide a safe and stimulating environment. The care of the children is very well supported by the committee which is led by a committed and enthusiastic chairperson who has a good understanding of her role and responsibilities. A robust system of employing staff is in place. Staff take advantage of the opportunity to enrol on further training courses in order to keep up to date with current good practice. All the required policies and procedures are in place and these will be reviewed regularly.

Leadership and management are good. The effective planning and assessment procedures ensure children make appropriate progress along the stepping stones. Staff are deployed well to work directly with the children at all times. They are knowledgeable in child development and learning and give good support to children helping them to move on in their learning. Children can move around the well organised room freely and with safety.

The setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

#### The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure a clear procedure is in place for changing nappies

#### The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure daily plans show how the next steps in children's learning will be promoted effectively to meet children's differing needs.
- develop arrangements for meeting with parents to ensure all information on children's learning is shared and to ensure parents are involved in the assessment process.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)