

# Kenthurst Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY291385
<b>Inspection date</b>	06 December 2007
<b>Inspector</b>	Tracey Marie Boland
<b>Setting Address</b>	The Scout Hut, Kenthurst Close, Coventry, West Midlands, CV5 7EA
<b>Telephone number</b>	07986 431814
<b>E-mail</b>	
<b>Registered person</b>	Alison Jane Watts
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day 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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### WHAT SORT OF SETTING IS IT?

Kenthurst Pre-School was registered in July 2004 and operates in the hall of a scout hut situated in the Eastern Green area of Coventry. A maximum of 26 children may attend the facility at any one time. The setting is open each weekday term time only, from 09:00 until 15:00 Monday, Wednesday, Thursday and Friday and 09:00 until 12:00 on a Tuesday as the setting also provides a toddler group in the afternoon from 13:30 until 15:00. There is direct access to a secure outdoor play area.

There are currently 52 children on roll. The setting is in receipt of funded nursery education for three and four year olds. It supports children with learning difficulties and disabilities and those who speak English as an additional language.

Seven staff work with the children and over half hold a recognised childcare qualification. Two staff are currently working towards their level two qualification in early years and childcare. The setting receives support from the local authority and the Pre-School Learning Alliance.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is outstanding.

Children show an excellent understanding of keeping themselves healthy and confidently take care of their own personal needs with regard to hand washing and accessing the bathroom. Children's health needs are very well supported as precise, informative procedures are in place which includes notifiable diseases and exclusion periods. Children's safety and welfare is comprehensively served at times of accidents as all staff have an excellent understanding of current first aid practice and hold valid first aid certificates. They actively care for all the children and show sensitivity to their individual needs.

Children are extremely well nourished and hydrated as they can independently access drinks and healthy snacks from a self service snack bar. A large display reflects the routine for them to follow when having their snack and is constantly displayed. Older children support and encourage the younger members of the group. Staff actively support and encourage discussions with children about healthy eating predominantly during cooking activities and also reinforce the need for thorough hygiene routines. Children's health and dietary needs are very well met as parents provide comprehensive written information about their child's needs, preferences and specific requirements. Staff are diligent in following hygiene procedures whilst preparing snacks and drinks for children. The setting received an excellent report from Environmental Health with regard to food preparation and hygiene practices.

Children enthusiastically access an exciting range of activities to keep themselves physically fit. They enjoy an extensive variety of toys and equipment including cars, bikes, balancing bars and climbing equipment and thoroughly enjoy music and movement sessions. Children practise manoeuvring, pedalling and jumping skills and work with their peers to build and construct using large building blocks. They learn about the changes in their bodies after exercise and develop an understanding of how to keep themselves fit. The setting has a 'classroom' outside where children play and enjoy a good variety of experiences which enables them to have ample quantities of fresh air each day.

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

The provision is outstanding.

Children enter this vibrant and safe setting where staff are vigilant with regard to their safety. They move confidently and independently throughout the areas available to them as all potential risks have been identified and minimised by staff. Children have a thorough understanding of how to keep themselves safe, because they are gently reminded about safety rules within the setting. Children are developing an awareness of fire safety through frequent discussions and practising of emergency escape routines which compounds their understanding of listening and staying calm in an emergency situation.

Children enjoy an immense range of toys and equipment and are able to explore, investigate and play in a safe, stimulating and exciting environment. Staff follow meticulous routines to ensure toys and equipment are checked and cleaned regularly. Therefore, children play with safe and suitable equipment. Detailed documentation and regular communication with parents contribute to children's safety.

Children are extremely well protected by staff, who have an excellent understanding of child protection policies and procedures. They demonstrate a good understanding of their role and responsibility with regard to protecting children in their care and share their policies with parents. Staff are fully conversant with local referral procedures and give high priority to children's welfare.

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

The provision is outstanding.

Children are enthusiastic, happy, confident and enjoy their time in this vibrant setting. Children engage eagerly in an exciting and stimulating range of activities that captivate and encourage their concentration and natural curiosity. They show high levels of sustained interest in what they do and excellent relationships have been formed with their chosen friends and the staff within the setting. They are respected as individuals and their contributions to the group valued. Children's behaviour is excellent as staff are calm, consistent and have a very caring attitude towards each and every child. Children's individual needs are considered and met and staff value and respect each child. Staff plan an exciting, challenging range of activities for younger children which incorporate the 'Birth to three matters' framework.

### **Nursery Education**

The quality of teaching and learning is outstanding. Staff have an excellent knowledge of the Foundation Stage and how to put it into practice and have a wealth of experience of working with children. They actively seek training to further their skills, knowledge and abilities. Excellent staffing ratios are in place and children have consistent support and encouragement from them all. Teaching reflects a secure knowledge of the Foundation Stage and a clear understanding of how young children learn and progress. Planning is detailed, easy to understand and successfully covers all areas of learning. Children's individual needs are substantially met because the planning acknowledges children of different ages and abilities. It clearly identifies what children are intended to learn and staff continually assess activities to ensure they are purposeful and meeting the objectives. Meticulous systems are in place to observe, monitor and record children's achievements and to plan experiences that help children take the next step in their learning. Children's behaviour is exemplary and staff continually praise and acknowledge their achievements. They have opportunities to choose activities for themselves to promote independence and enjoy sociable times such as the independent 'snack time' which is a social, happy occasion.

Children are confident speakers in their key worker groups and within the larger group. They are given excellent support and develop their sense of belonging. Children self-register which encourages them to recognise their names and further develops their independence. Children settle in well because they are given time and space to adapt to the routine. Staff have developed good links with local primary school, helping to ease the transition into the next stage of children's education. Children are articulate and speak clearly and are enthusiastic and excited at story time. They are encouraged to make choices about the book they have enjoyed the most during the session and a graph clearly reflects their favourites. Children eagerly seize opportunities to make marks and practise and develop their early writing skills. This promotes children's self-confidence and esteem. Some children are starting to write their name with recognisable letters emerging.

Children are developing excellent mathematical skills through enjoyable, practical activities which includes stories, songs, games and cooking activities. They sing counting songs which

introduce subtraction and addition and enjoy weighing and measuring ingredients when making mince pies and a Christmas tree sponge. Children show a highly developed sense of curiosity in technology and are competent when using the mouse to move through programmes and activities. They learn about the significance of different festivals and customs and taste a variety of food, and cook foods such as chapattis at times of celebration. They take part in re-enacting the story of Rama and Sita at Diwali which is reflected through photographs for the children to recall what they have done.

Children use a wide variety of resources such as paint, crayons, glue and collage materials and thoroughly enjoy using equipment such as skateboards to paint. They roll the board through the paint, line the skateboard up in the direction they want it to go and then roll over the paper making marks. They listen to music and have free access to a variety of musical instruments, ongoing access to the outdoor classroom and are eager to participate in the planned music and movement sessions where they explore different ways of moving their bodies.

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

The provision is outstanding.

Children's individual needs are known, valued and respected and all receive excellent care taking account of their needs. They develop excellent social skills and their behaviour is outstanding. Children and staff are kind and courteous towards each other and staff are good role models and take account of the differing levels of understanding of the children they care for. Children's confidence and sense of belonging is nurtured through a gradual settling in period. There is a strong commitment from the staff team to ensure all children are included. Children respond to the calm, caring environment. Staff ensure that rules are consistently applied and these are displayed, for example, we are careful with our hands and feet, we share but ask first, we are kind it makes us feel good too, we say thank you we are kind to our friends, we feel proud of trying our best, we put our hands up when we want to talk to the group, we speak quietly inside, we say please. Resources are excellent and positively reflect different cultures and disabilities. Children learn to treat each other kindly and gain an understanding of their similarities and differences through discussion and the celebration of festivals throughout the year. This ensures that children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers regarding nursery education is outstanding. Parents receive a comprehensive welcome pack which includes information about the Curriculum guidance for the Foundation Stage with reference made to the early learning goals. A parents' notice board displays a wide range of valuable information and informs parents of forthcoming changes and events. Staff welcome parents into the setting and children are allocated a key worker who is responsible for discussing settling in arrangements and all aspects of their care in more detail. Pre-entry questionnaires are completed by parents to promote continuity of care. Half termly newsletters explain about themes and topics and how parents can share their children's learning by extending ideas into the home. Parents views are valued and respected which enables staff to evaluate and monitor the care provided. Excellent feedback was received from parents during the inspection who feel they are valued, welcomed and included in the everyday life of the group.

## **Organisation**

The organisation is outstanding.

Children develop effective social skills in this caring environment as staff are fully aware of their needs and effective routines ensure they are continually met. They are extremely well-settled and happy and the daily routine ensures children have freedom of choice. Children frequently use their imagination and creative ideas to develop their own play.

Children benefit from a secure staff team who are enthusiastic, forward thinking and committed to providing a caring environment for all of the children that attend. Their welfare is safeguarded because of the robust, secure procedures for the recruitment and selection of staff and the thorough procedures followed to ensure all staff have undergone suitability checks. Staff are committed to developing their skills and practice through training and development and effective procedures are followed to ensure children are not left with unvetted adults.

Leadership and management of Nursery Education is outstanding. This effectively contributes to children making excellent progress in all areas of learning. The manager and staff work consistently together to ensure that all are actively involved in the planning and presenting of a curriculum which is rich in opportunity and effectively meets the individual needs of the children and their learning needs. Staff feel valued and included in all aspects of planning and their ideas and suggestions are welcomed. Weekly staff meetings take place and annual appraisals ensure that staff are actively supported and encouraged to continue their professional development. As a result, activities are stimulating, imaginative and good fun. Staff work collectively to provide a wide range of learning experiences and opportunities for all the children. All required documentation is in place and is regularly reviewed contributing to the overall safety and well-being of the children. Overall children's needs are met.

## **Improvements since the last inspection**

At the last inspection the setting was asked to develop the procedures to ensure all medical consent forms are signed. This has been actioned and all records are held and all required information known. Therefore, children's well-being is addressed and maintained.

## **Complaints since the last inspection**

Since the last inspection 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**

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The quality and standards of the nursery education are outstanding.

## WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

### **The quality and standards of the care**

No recommendations for improvement are made because the quality and standards of care are outstanding.

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

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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)