

Kintbury Pre-School

Inspection report for early years provision

Unique reference number EY349727
Inspection date 02/12/2008
Inspector Nikki Whinton

Setting address Preston Hall, Gainsborough Avenue, Kintbury, Berkshire,
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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Kintbury Pre-School has been operating in its present location since 2007. It meets at the Preston Hall in Kintbury, Berkshire, and is managed by a voluntary committee of parents. The pre-school serves the local area and surrounding villages. It is open four days a week during school term times. Sessions run from 09.00 until 11.30 every weekday except Wednesday and from 12.30 until 15.00 on Monday, Thursday and Friday afternoons. All children share access to a secure, enclosed outdoor play area. There is wheelchair access and facilities for those with disabilities.

The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children in the early years age group may attend at any one time. There are currently 34 children aged from two to under five years on roll. Of these, 29 children receive funding for early education. The group currently supports children with learning difficulties and/or disabilities.

The pre-school employs five members of staff, four of whom hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Kintbury Pre-School offers a stimulating, well organised, fully inclusive early years provision, where staff know the children well, respect them and value them as individuals. The children are confident, active, creative learners, who develop their independence, self-care and social skills through meaningful daily routines and a balance of child-initiated and adult-led activities. Children attending with additional needs receive sensitive support in order to promote their learning and development. The group has a good capacity to improve, with all staff having a positive attitude towards increasing the quality of the welfare and learning offered to the children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- increase opportunities for outdoor learning and make sure that staff consistently build on children's prior knowledge, in order to promote the next steps in their learning
- develop the links with other key providers of early years education
- review the organisation of the start and end of the sessions, in order to ensure that children cannot leave the provision unsupervised.

The leadership and management of the early years provision

The pre-school benefits from the skills and experience of the highly capable manager. The staff work well as a team, although the management of entry to the premises does not always effectively promote children's safety. The staff liaise frequently with the voluntary management committee and attend their termly committee meetings. The staff are reflective practitioners. They evaluate their practice on a regular basis and have a good understanding of the group's strengths and most of the main areas for development. They are starting to put strategies in place to improve identified weaknesses, such as developing the assessment process and increasing opportunities for outdoor learning. The parents have a positive rapport with the staff. They are given an informative welcome brochure prior to their child commencing in the setting. They are invited to become involved in their child's learning, for example, by sharing their skills, attending family learning sessions arranged by the pre-school and reception class at the nearby primary school, or by volunteering for rota duties. Parents of the older children are invited to take home story sacks to share with their child or to include 'Max' on family outings. All parents have regular opportunities to discuss the assessment records with their child's key worker and to share their own observations of their child's development. However, where children attend more than one early years setting, the group has not established links with all of the providers in order to promote a coordinated approach to children's learning.

The quality and standards of the early years provision

Children enter the provision willingly and quickly settle into the group's daily routine of self-registering before coming together for registration. They are active independent learners who eagerly explore the wide range of resources that are attractively displayed within the play room to encourage investigation. Children make decisions for themselves regarding the activities they wish to pursue. For example, some children gather together a range of cardboard boxes before declaring to staff that they wish to engage in junk modelling. Others decide to be firefighters and tackle an imaginary blaze. The friendly staff know the children and their families well and have a good rapport with them. They react positively to the children's interests, for example, by suggesting that a child take photographs with the group's digital camera, or by finding a notebook and pencil to enable a child to note his findings whilst bird watching.

Children have exciting opportunities to explore their local environment. They go on train rides to Bedwyn, post letters to Father Christmas at the local post box, measure the girth of trees whilst on a nature walk, and take part in bug hunts within the nearby nature reserve. In addition, children welcome meaningful visitors to the setting, such as a parent showing the children how to bath a baby and a mother, who is also a dental hygienist, raising the children's awareness of oral health. The staff keep scrapbooks for each child containing examples of their work and photographs of them engaged in activities. They undertake written observations and assessments of the children using the West Berkshire record keeping system and use the information gained to plan for next steps in each

child's development. However, during child-initiated activities staff do not consistently seek to build on children's prior knowledge and thus maximise their learning.

The provision is clean, suitably maintained and kept at an appropriate temperature. Children are able to use the adjacent fully enclosed outdoor sports court, although the group does not currently plan a balanced programme of outdoor and indoor learning opportunities. The staff have a secure knowledge of their important role in promoting children's welfare and know the correct procedures to follow should they have a child protection concern. There is a range of measures in place to help promote children's safety. For example, children are unable to enter the kitchen, socket covers are fitted to exposed electric points and records of risk assessments are maintained. However, the exit door is not secured or effectively supervised at the beginning or end of the sessions. As a result, there is a risk of children leaving the premises unsupervised. Children are learning good hygiene practices as part of the daily routine, such as washing their hands prior to eating and blowing their own noses before hygienically disposing of the tissue. They enjoy a varied menu of healthy snack time options which meet their dietary requirements and are able to help themselves to water from their named drinks bottles throughout the sessions.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since registration there have been no complaints made to Ofsted.

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.