

Kingswood Pre-School

Inspection report for early years provision

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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

Kingswood Pre-School opened in 1970. The setting operates from a large hall within Kingswood Community Hall in Basildon, Essex which has good disabled access and facilities. A maximum of 35 children may attend the setting at any one time. The provision is open from 08.00 to 18.00 all year round. All children share access to a secure enclosed outdoor play area.

The setting is registered on the Early Years Childcare Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register. There are currently 90 children from two to five years on roll. Of these, 25 children receive funding for nursery education. Children from the local community and surrounding areas attend for a variety of sessions.

The setting currently supports children with learning difficulties and/or disabilities and supports children who have English as a second language.

The setting employs 10 staff. Of these, six hold appropriate early years qualifications. There are currently four staff members who are undertaking further professional development. The setting receives support from the local authority.

Overall effectiveness of the early years provision

The provision is effective in meeting the needs of children in the Early Years Foundation Stage so they make good progress in their learning and development. Children thoroughly enjoy their time in the setting as staff promote inclusive practice to meet their diverse needs.

Continuous improvement by the management team and staff help the children to continue to benefit from good quality experiences in a safe and caring environment.

What steps need to be taken to improve provision further?

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

- providers must plan and provide experiences which are appropriate to each child's stage of development as they progress towards the early learning goals (this refers to the organisation of group/circle time)
- ensure all practitioners have an up-to-date understanding of safeguarding children issues and be able to implement the safeguarding children policy and procedure appropriately.

The leadership and management of the early years provision

The provision is led and managed very well as the 'forward thinking' team inspire and motivate staff to provide a quality inclusive service for children. Strengths and

weaknesses are identified and effectively addressed through regular written self-evaluations which are used to target all areas of practice and make successful changes to advance the overall organisation of the setting. In addition, team meetings, staff appraisals and training help to promote outstanding continuous improvement, for example, the implementation of regular exciting activities instigated by the children and innovative approaches to teaching to promote individual children's learning and development.

Close working relationships are built with parents to ensure their children's unique needs are met with plenty of regular exchanges of information to support them, for example sharing information on health issues or finding out words from their home languages. Partnership working is valued, parents' views considered and as a result changes are implemented to practices, for example, improvements have been made to the format of progress records so they are clearer for parents. Partnerships with other providers caring for the children are taken into consideration and links are being formed for consistency in their Early Years Foundation Stage.

Children are safeguarded in the setting and safeguarding procedures are in place which meet the Welfare Requirements. Most staff are aware of their responsibilities, however, only one member of staff has recently updated her knowledge and understanding of safeguarding children.

Effective monitoring of the learning and development requirements enables staff to evaluate thoroughly how their teaching helps all children to progress towards the early learning goals and highlights the areas which can be improved for individual children so all children, including those with learning difficulties and/or disabilities and those with English as an additional language have very good opportunities to develop well.

The quality and standards of the early years provision

Focussed, flexible, planning takes account of children's individual learning styles and their interests and is delivered through a play based environment helping them to learn at their own pace. Staff support is very good and children approach adults readily which helps to sustain their interest and consequently facilitates their learning and development across the six areas of learning. There are small group times which children often instigate, but the short circle time is sometimes with a large group of children, which cannot always be pitched at all their different levels of understanding. Clear recording of children's progress and successful links into the planning ensure staff are able to monitor the effectiveness of their practices which in turn ensures children achieve and enjoy their time in the setting.

The setting is effective in promoting the welfare of children in the Early Years Foundation Stage and makes excellent use of their time, space and resources. Thorough risk assessments are carried out daily and any issues identified are promptly acted upon, the environment is very safe and staff are vigilant, letting each other know when they leave the main hall to go into the kitchen or toilet areas. Reminding children of the simple safety rules, discussions and activities help

children learn how to stay safe and healthy practices are implemented into the daily routines so they become second nature to them. For example, regular hand washing at key times during the day. Meals are very healthy and nutritious and the valuable information staff have recently gained on food hygiene courses ensures that food is prepared, stored and served properly to minimise any health risks to children.

Almost daily access to the garden area gives children ample opportunities to explore the 'outdoor classroom', develop their physical skills and experience the benefits of nature, including splashing in the puddles in the rain wearing wet-weather gear. These varied experiences allow children to enjoy and achieve through their play activities in a safe and stimulating environment where they develop a sense of trust and belonging.

Simple, consistent boundaries help children to behave well and learn to work in harmony with others and well-thought-out routines with regular praise and encouragement from staff aid their confidence and help them become independent learners. Any specific needs children have or develop are taken into consideration by staff who build on what children can already do to support them effectively through inclusion.

The good balance achieved by staff in helping children to develop skills and abilities using information technology, communication and numeracy in daily routines together with some understanding of the wider world, will enable them to grow into motivated individuals who are eager to learn and as a result, will help to contribute to their future economic well-being.

Annex A: record of inspection judgements

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

Overall effectiveness

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

Leadership and management

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

Quality and standards

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

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

There have been no complaints made to Ofsted since the last inspection.

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.