

# Kanes Hill Pre-School

Inspection report for early years provision

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**Unique reference number** 131539  
**Inspection date** 24/11/2008  
**Inspector** David Marshall

**Setting address** Hinkler Road, Thornhill, Southampton, Hampshire, SO19  
6FW  
**Telephone number** 02380 476 665  
**Email**  
**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

Kanes Hill is a committee run group that has been open since 1991. It operates from self-contained premises adjacent to Kanes Hill Primary School, in the urban area of Thornhill, a district of Southampton. The accommodation includes a good size classroom, toilet and kitchen facilities and an enclosed outside play area. There are currently 40 children on roll of whom 34 are in receipt of funding for nursery education. All the children are in the Early Years age group. The setting is able to support children who have learning disabilities and/or difficulties, or those who speak English as an additional language. The pre-school operates from 09:00 to 11:50, and 12:00 to 14:50 during the school term. Children attend on a sessional basis. The committee employs a qualified leader to be responsible for the day-to-day running of the group. In addition, five practitioners work directly with the children, all of whom have recognised child-care qualifications. The pre-school receives support from the local early years partnership, is a member of the pre-school learning alliance and receives support from a development worker. This provider is on the Early Years Register, compulsory and voluntary parts of the Childcare Register.

## Overall effectiveness of the early years provision

The Kanes Hill Pre-School provides good provision where a caring environment is created. Children become increasingly confident and articulate, and are well prepared for the next stage of their education. The staff are friendly, positive, and know the children well. The pre-school's commitment to include all children is very good. The support for those with learning difficulties and/or disabilities is effective. The leadership has good capacity to further improve the quality of the provision as systems are systematically reviewed and are running effectively.

## What steps need to be taken to improve provision further?

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

- ensure that there are appropriate resources and space for children to have individual quiet times
- use the improved record-keeping procedures to enhance the links with the local primary school

## The leadership and management of the early years provision

The pre-school runs very smoothly on a day-to-day basis. Careful, ongoing reviews of needs by all staff and the committee ensure that resources are plentiful, varied and well adapted to children's needs.

All staff are well focused on helping all children to make good progress in their learning and development and promoting their welfare. Through annual reviews,

questionnaires and surveys, they have identified strengths in the provision as well as identifying areas for improvement. They have made improvements since the last inspection, ensuring that all health and safety requirements are met, regular and detailed observations are made and recorded and challenging behaviour is very effectively managed. The arrangements for dealing with children who are ill are effective and staff have had training in paediatric first aid. All staff have embraced the requirements of the Early Years Foundation Stage (EYFS) curriculum with enthusiasm. The on-going action plan bears witness to the quality of self-evaluation by the leadership. The staff's desire to improve their provision is apparent in the number of training courses and discussions they attend.

Vetting procedures are in place for all adults who work with children. Good links are in place with parents and local agencies. Parents are always welcome in the setting, and the enthusiasm of the parent committee was impressive. The over subscription is testament to the setting's popularity amongst parents.

The capacity to sustain improvement is good because of very effective monitoring by the provision's committee and leader to ensure that activities meet children's needs.

## **The quality and standards of the early years provision**

The provision has developed very good procedures for recognising and recording the progress of the children. These are known as the 'Learning Story'. The first section, 'My Unique Child', is very detailed and completed with the parents of the children due to attend. This results in staff using the information to plan appropriately challenging work for the children as soon as they begin at the pre-school. Adults also use questioning well to further check on the children's knowledge and understanding. These are recorded, again as part of the new record forms, as 'My Observation Notes' and are very detailed. These notes are new and offer a good insight for the school to which children transfer, and provide an opportunity to develop further the links between the two institutions, for the benefit of all.

As a result of the care taken over assessment, the children make good progress. This is particularly noticeable in their personal development. The children learn to listen to each other and begin to share the resources well. They are encouraged to see themselves as part of the community. During the inspection, several children helped each other to put a train on its tracks and 'tidy-up' time was a delightful shared experience. Not least of all are the varied opportunities they have to develop their handling skills through the variety of building activities available. The staff also pay close attention to pupils' literacy and numeracy skills, which develop well as a result. Children develop a good understanding of how to stay healthy and safe. 'We have to be careful going through this door', one child said. Their health is promoted well; they learn about health and hygiene at snack time, they wash their hands before eating fruit, and fresh drinking water is always available. It is clear from the level of enjoyment that the children appreciate all the setting has to offer. It is difficult currently, as apparent once on the inspection, for a child to have a quiet, solitary time if they wish, as there is no space, or resource, available.

The curriculum is broad and well planned with practical and engaging activities that allow children to learn through play. The free flow of movement between the inside and outside areas allows children to widen their learning experiences and grow in confidence. Relationships develop very well. All children showed real enjoyment as they sat with their key workers listening to a story. The provision is also good at promoting the independence of the children. Their behaviour is well managed and children show developing respect for each other's opinions. The children are well prepared for the next stage in their education.

A wide range of external agencies help support the children. For example, besides the support of social and health services, the provision also makes good use of the Pre-school Development Worker.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
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](http://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.