

Kingsland Pre-School

Inspection report for early years provision

Unique reference number

EY321131

Inspection date

20/01/2009

Inspector

Janette Elizabeth Owen

Setting address

The Coronation Hall, Kingsland, Nr Leominster,
Herefordshire, HR6 9QS

Telephone number

07871480680

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

Kingsland Pre-School was registered in 2006. It operates from Kingsland Village Hall in North Herefordshire. Children have access to outside play using the playing field and secure tennis courts. The provision is accessed via a level pathway and a shallow step, toilet facilities are fully accessible. The pre-school serves the local and wider communities.

A maximum of 20 children aged two to under five years may attend the pre-school at any one time. The pre-school opens four days per week between 09.00 and 12.30 on a Monday and between 09.00 and 15.00 Tuesday, Wednesday and Friday during school term-times. There are currently 23 children who are within the Early Years Foundation Stage (EYFS) on roll. The provision is registered by Ofsted on the Early Years Register, the compulsory and voluntary parts of the Childcare Register.

The pre-school employs seven members of staff, six of whom hold appropriate early years qualifications. The setting receives support from the local authority and is a member of the Pre-school Learning Alliance.

Overall effectiveness of the early years provision

Children are forming trusting relationships with staff and other children, because of the very good individual support they receive. The well-balanced curriculum means that children enjoy planned activities, both indoors and outside, that support their learning and development well. Records, policies and procedures are well-maintained, mostly in line with requirements and reflect the good practice used in the pre-school. Partnerships with parents and other agencies are good; a consistent approach is used to ensure that children's individual learning and welfare needs are met. However, links with practitioners from each setting a child attends are not fully developed. Some aspects of the provision have been evaluated and future plans are likely to bring about improvement. Although, not all recommendations made at the previous inspection have been effectively addressed.

What steps need to be taken to improve provision further?

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

- develop systems to regularly share children's development and learning records and any other relevant information with practitioners from each setting a child attends
- improve the organisation of the setting to include effective procedures to evaluate the provision and identify areas for improvement
- develop assessments further using what has been observed about a child's development and/or learning.

The leadership and management of the early years provision

Kingsland Pre-School is lead and managed efficiently. The committee supports the staff in managing the daily organisation of the provision. There are satisfactory arrangements to monitor and evaluate the provision. The manager has a good understanding of the EYFS welfare requirements and has taken steps to ensure all documents required for the safe, efficient management of the provision have been updated. However, not all recommendations made at the last inspection have been addressed effectively. This relates to developing systems for supporting children who speak English as an additional language.

Staff are well trained and able to support children's care and learning effectively, using good teaching methods. The interaction between adults and children is positive, enabling children to learn new skills and develop confidence and self-esteem. As a result, children make good progress given their starting points, age and ability. Information is obtained from parents when children first attend the setting; this information is updated regularly through discussions with parents, enabling staff to meet the individual needs of the children. Parents are involved in supporting their children's learning and development at home. They know what their child is doing in the setting and information is provided on how to extend activities at home. Parents' are also encouraged to share any expertise they may have with the setting. The setting liaises with external agencies or services to ensure all children receive the support they need. There are no effective arrangements in place to work with other providers delivering the EYFS to ensure progression and continuity in children's learning and care.

Health and safety are given a high priority. Safety procedures and risk assessments are carried out rigorously to safeguard children while at the setting. Effective recruitment systems and suitability checks on all staff mean that children are protected. All staff have a sound understanding of child protection procedures and implement the safeguarding policy to ensure children are protected from harm or neglect.

The quality and standards of the early years provision

Children make good progress towards the early learning goals using well planned activities, which are interesting and enjoyable. They are well motivated to learn and often spend considerable time engaged in activities, trying things out for themselves. For example, children explore and investigate different materials such as sand, corn silk or ice. They observe the changes they see and learn how to use sand to build structures or make patterns in the corn silk with their fingers. Children's personal, social and emotional development is supported well. Most children are independent and self-assured. Staff make good use of strategies to develop children's independence and ability to make choices and decisions. A book containing photographs of activities is used at circle time to enable children to choose additional activities to be set out. Children's natural exuberance is channelled into constructive play, they are learning codes of behaviour and how to share resources and play together with other children. Praise and encouragement

promotes their feeling of self-worth and achievement.

Children respond well to the interaction with adults and other children. They learn to communicate and develop their vocabulary as they talk to each other and answer questions which make them think about ideas and concepts. Staff make effective use of activities to introduce children to words in practical situations. For example, children learn to use positional language when using physical play equipment such as the obstacle course or climbing frame as they move up, over or under the equipment. A good variety of resources are provided each session which are used to support children's development across all areas of learning.

Observations and assessments of children's progress are recorded in their development books, using photographs and descriptive information. However, the information does not clearly show how the individual experience impacts on children's learning journey towards the early learning goals. This hampers staffs ability to extend learning experiences for individual children.

Activities and events which help children learn about diversity and the wider world are included throughout the year. Staff help children understand the relevance of the activities by talking to them beforehand and using activities children can understand such as making lanterns when celebrating Chinese New Year. Regular access to outside play and outings promotes children's understanding of the community in which they live and provides good opportunities to be active and develop skills in pedalling bikes or throwing, catching or kicking balls. They are developing their co-ordination and dexterity using health exercise. Healthy snacks and drinks are provided and parents are encouraged to provide healthy packed lunches to help children learn the importance of healthy eating. Staff follow satisfactory hygiene procedures to protect children's good health. Children learn to keep themselves safe; they practise evacuation procedures and talk about how to use tools and equipment safely.

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?	3
The capacity of the provision to maintain continuous improvement.	3

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?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

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?	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

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.