

Kilkhampton Pre School

Inspection report for early years provision

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EY280043

Inspection date

20/03/2009

Inspector

Alex Baxter

Setting address

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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

Kilkhampston Pre-school has been operating since 1974. In 2004 it moved to premises in the grounds of Kilkhampston Primary School, with which it has close links. The building has wheelchair access and is single-storey with an entrance area, large main playroom, smaller room for quiet activities, toilets, office and a kitchen. There is also an enclosed outside play area. The pre-school is managed by a voluntary committee, and serves the village of Kilkhampston and surrounding area. The group is open varied hours; Monday to Thursday 09.00-15.30 and Friday 09.00-12.00, term time only. The provision is entered on the Early Years Register, compulsory and voluntary parts of the Childcare Register. The pre-school is registered to provide care for 20 children aged two to under five years. There are currently 37 children on roll, 12 of whom are in receipt of funded nursery education. The pre-school supports children with learning difficulties and/or disabilities. There are four members of staff employed, three have appropriate early years qualifications and one is working towards an NVQ level 2 qualification. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Kilkhampston Pre-School makes good provision for the children, includes them well and ensures that they make good progress in their learning and development. The staff assess the children's progress well and work effectively to meet their individual needs. The pre-school promotes a good partnership with parents and this supports the children's confidence and enjoyment well. The setting has tackled the recommendations of the last inspection effectively and has a good capacity for further improvement.

What steps need to be taken to improve provision further?

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

- bring self-evaluation records together to make them more accessible and useful

To fully meet the specific requirements of the EYFS, the registered person must:

- remove mould from the walls in one of the children's toilet areas (Suitable premises, environment and equipment)

28/04/2009

The leadership and management of the early years provision

The manager is experienced and leads an enthusiastic, capable team effectively. The pre-school is well organised and runs smoothly. The manager and all her staff

have an appropriate understanding of the strengths and weaknesses of the provision. They are supported effectively by the committee and have improved the way provision and children's learning are evaluated. Staff now use assessments of the children's progress carefully to ensure that children are challenged well in all areas of learning indoors and outdoors. Other improvements include, for example, the analysis of parents' questionnaires and regular appraisals of staff expertise. However, whilst self-evaluation is currently satisfactory, it is recorded in several forms and has not yet been drawn together as one central document, which means that it is not as accessible and effective as it could be.

There is a very good staff-to-children ratio and this enables staff to safeguard the children well. Safeguarding and child protection procedures are robust. All required written policies and procedures are in place, regularly up-dated and well written. They are easily accessible and are shared with staff, parents and visitors. Staff also promote a good partnership with parents to ensure that children feel secure during their time at the setting. Parents are supportive, well-represented on the management committee and active in helping to organise events.

The pre-school has made good progress since the previous inspection; for example, there is a good range of resources now. Other improvements since the last inspection include the creation of a welcoming entrance foyer, office and increased space for outdoor activities. These improved resources and facilities that are used well to enrich children's learning and to facilitate parental involvement.

The quality and standards of the early years provision

Good relationships with adults and parents ensure all children settle easily into the school routines and feel safe. Staff get to know the children by spending time with them as individuals and by assessing their learning accurately. This close contact enables them to meet the children's differing needs well. Evidence of each child's progress, often in the form of photographs and evaluations of activities undertaken, is noted in the child's progress booklet and is used well to plan relevant future learning activities. As a result, children make good progress in all areas of learning and development and thoroughly enjoy their well planned activities.

Adults ensure that there is an appropriate balance between children learning by choosing their own activities and being directed by adults. Children apply themselves enthusiastically during their time in the setting, develop good social skills and make good contributions to their learning. Children use equipment sensibly and safely. They make good progress in using a range of materials and tools to make their own creations, for example, weaving pieces of cloth, moulding 'play dough' and painting pictures. Adults use questions well to challenge and extend children's knowledge and ideas, especially their language and numeracy skills. When using crayons and jig saws, children show good speech and language skills, count confidently up to five and recognise several colours accurately. During snack time children are encouraged supportively by staff and learn to eat healthily. In the role play 'home corner' children show a good knowledge of healthy, safe living and respond sensibly to questions such as, 'Why do we eat fruit?'.

The children develop independence well because all adults are careful to model how to choose activities sensibly and, in particular, how to put equipment away after use. As a result, all children seem to enjoy returning toys to their boxes and trays as much as they delight in using them. The children develop good physical skills, for example, by pedalling large wheeled toys in the well-equipped outdoor area. Children's behaviour is excellent because expectations are clear and routines are well established. Their consideration of others and their developing skills prepare them well for the next stage of their learning.

The pre-school is keen to improve the children's toilet facilities and a refurbishment programme is planned to commence during the summer break. However, mould on the walls in one of the children's toilets represents a potential risk to health and should be removed as soon as possible. Overall children's welfare is sustained satisfactorily because, in all other respects, staff have a good understanding of safety, communicate closely with each other and keep children happy and safe.

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?	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?	3
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.