

# Kingswood Pre-School Group

Inspection report for early years provision

---

**Unique reference number** 127309  
**Inspection date** 07/12/2009  
**Inspector** Stephanie Graves

**Setting address** Kingswood & Broomfield Village Hall, Gravelly Bottom  
Road, Kingswood, Maidstone, Kent, ME17 3PZ  
**Telephone number** 07729 499 508  
**Email** kingswoodpreschool@live.co.uk  
**Type of setting** Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## 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 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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Kingswood Pre-School Group opened in 1978 and is registered by Ofsted on the Early Years Register. The group is managed by a committee and operates from two rooms within the village hall, in a small rural village near Maidstone, Kent. Children attend from Kingswood and the surrounding villages and rural area. The setting is accessible and all children share equal access to an enclosed outdoor play area. The pre-school is open each weekday from 09.15am to 12.15pm during term times only. Children can attend a lunch club each Wednesday from 12.15pm until 1pm.

A maximum of 30 children may attend the setting at any one time. There are currently 13 children on roll aged from two to under five years.

The pre-school employs four full time staff, all of whom hold appropriate early years qualifications. The setting provides funded nursery education for three and four-year-olds and receives support and advice from local authority early years professionals.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Practitioners promote the unique needs of each child and support their welfare and learning effectively. Children explore within safe boundaries and enjoy being with staff and one another. The partnerships between the setting, parents and other providers are excellent and help to ensure that the care and learning needs of the children are consistently met. The group's capacity to maintain ongoing improvement is good. The strengths and weaknesses of the provision are clearly separated out with realistic priorities for development in place. Ongoing aims to develop good quality provision helps to promote effective outcomes for the children.

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

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

- continue to use children's progress records to demonstrate clearly and consistently the next steps needed in their learning and development
- further develop current systems for self-evaluation, for example, by continuing to complete the Ofsted document to help promote focussed, ongoing review.

## **The effectiveness of leadership and management of the early years provision**

Children are safeguarded effectively through up-to-date policies and procedures that ensure their welfare is promoted at all times. Staff have attended child protection training, understand the signs and symptoms of abuse and know what to do should they have any concerns. A full range of guidance is easily accessible. These measures help to ensure that children's welfare remains the group's priority. Systems for recruitment and vetting are robust to ensure that all adults working with the children are suitable. Good use of risk assessment includes rigorous daily checks to ensure that children are safe at all times.

Everyone involved in the running of the provision is committed towards ongoing improvement and the recommendations set at the last inspection have been addressed. The resources available to the children offer good choice and variety. Regular staff training events and effective deployment helps to ensure good quality provision for the children. Equality and diversity is embedded well into every day practice. The learning and development needs of each child are known and addressed. Children's understanding of diversity is well promoted through the improved range of toys, resources and experiences provided. Policies and procedures are very effective and the learning environment is equally available to all children. This helps to ensure that no child is disadvantaged in any way.

The use of self-evaluation is good and addresses all areas of the provision. This is not yet fully reflected in the Ofsted document, although the setting's strengths and any areas for improvement are clearly identified and tackled. Children and parents contribute to the process and their views are taken on board at all times. Recent improvements include updating the policy documents and the record of the risk assessment. The book area has also been made more appealing to children. Future targets for improvement are realistic in order to ensure effective benefits for the children.

Excellent partnerships are in place with other settings including local schools. For example, children become very excited when reception teachers visit to share in all aspects of their learning and development. This helps to ensure their individual abilities and needs are known at an early stage in order to promote highly effective transitions into school.

The partnership with parents is outstanding. They are provided with ongoing information about their children's experiences and progress and a full range of written information about the Early Years Foundation Stage, policies and procedures. Their views are continually sought and acted on and parents feel the staff get to know them and their children well from day one. They feel very involved and included in all aspects of pre-school life. This includes attending the setting to contribute to learning experiences for the children and view or update their progress records. Overall this helps to provide every child with excellent continuity of care and learning.

## **The quality and standards of the early years provision and outcomes for children**

Children receive a warm welcome from the staff team as they arrive and settle in. Adults support children's learning well. For example, they use flash cards to help them work out the weather and also to help them practice their skills in relation to numbers and counting. All children are equally included in activities, for instance, as they all count one another and agree that there are seven Children. Staff encourage them to add three more on as new children arrive and total up to ten before identifying this number on a flash card. This helps to develop children's problem solving abilities and their confidence to take part in new challenges.

Children know they can approach staff at any time, for instance, as they discover two shells that look alike. Staff are quick to encourage children to describe whether these are the same pattern, using initial sounds to help promote their language and communication skills. This sustained shared communication helps to develop children's ideas and make connections in their learning.

Children are able to access a good range of toys, resources and experiences that cover all areas of learning. They demonstrate curiosity and interest as they move around and independently select their preferred activities. Some enjoy following simple instructions on the computer, while others discover how things work as they program interactive toys to move in various directions. Letters and numbers displayed within the environment encourage early recognition and children are encouraged to make marks in various situations.

Effective planning for the play environment includes all the areas of learning and staff meet weekly to ensure that children's next steps are incorporated. These are not always obvious in children's progress records, although their learning is extended as they play and all experience build on their current abilities and interests. Children's starting points are clearly recorded and clear observational assessment includes photographs and samples of children's achievements to demonstrate their good progress.

Children feel safe in the setting and demonstrate this through their eager attitudes towards learning and the staff who care for them. Those finding it hard to initially settle quickly respond to their key person's care and begin to feel secure and safe as they play. Children learn about safety issues through ongoing, effective staff input. For example, they know that the big Christmas tree in the hall is nice to look at but that they must not touch it to keep safe. Very good adult support helps children to develop a good awareness of personal safety.

Children's good health and well-being is actively encouraged. They enjoy regular physical exercise and can find a quiet area to rest or look at a book. Children are involved in health and hygiene routines and know when and why they need to wash their hands. They confidently wipe their own noses and immediately put tissues into the bin. Their independence with self-help skills is well promoted. Children eat healthily and parents are included in food preparation for snacks. These include options, such as, blueberries, carrots, apples, raisins and toast.

Practitioners are heard to ask children questions, including whether blueberries are a fruit or vegetable. Their input helps children to learn the benefits of eating healthily.

Children are very well-behaved for the majority of time and learn the expected behaviour boundaries. They are independent and responsible with turn taking, for example, by using a sand timer as they take a turn on the computer. They respond well to plenty of praise and encouragement and adopt good manners. Therefore, their welfare and self-esteem is well promoted.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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)



