

Kegworth Village Hall Pre-School

Inspection report for early years provision

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Inspector

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Type of setting

Childcare on non-domestic premises

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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*.

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Description of the setting

Kegworth Village Pre-School is run by a committee. It opened in 1983 and operates from two rooms within Kegworth Village Hall, Kegworth, Derbyshire. The pre-school is open each weekday from 9.15am to 12.15pm during term time. All children share access to an enclosed outdoor play area.

The pre-school is registered on the Early Years Register. A maximum of 24 children may attend the pre-school at any one time. There are currently 14 children on roll, all of whom are within the early years age range.

There are three members of staff, one of whom holds an early years qualification at Level 5 and one of whom holds an early years qualification at Level 3. The setting provides funded early education for three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a sound knowledge of each child's needs to successfully promote their welfare and learning and development. The partnerships with parents and local schools are strong and make sure children's needs are met and their transition to school is well supported. Systems to self evaluate make sure that improvements that benefit the children who attend are identified and implemented. The setting demonstrates that it has the capacity to improve. This results in good outcomes for children within the Early Years Foundation Stage.

What steps need to be taken to improve provision further?

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

- review the risk assessment to include hygiene, cleanliness and minimising the risk of cross infection, with regards to hand washing procedures
- give children practice in forming letters correctly, for example, labelling their work.

The effectiveness of leadership and management of the early years provision

There are sound systems in place to safeguard children. The designated person has a good understanding of her role and responsibilities in relation to child protection. Additional systems such as recording existing injuries and monitoring children's absence means that extra steps are taken to ensure children are safe. Additionally, staff are confident of their responsibility with regards to child protection and are clear that they would progress any concerns to ensure children are kept safe from harm. Recruitment procedures are well established and relevant information is gathered and retained to ensure that all adults working at the

setting are suitable to be in contact with children. Risk assessments are detailed and are constantly reviewed so that appropriate action can be taken to minimise any risks and hazards to children.

Strong partnerships have been established with both parents and local schools to promote consistency of care and ensure that children's individual needs are met. Parents are given useful information about the setting, as well as a detailed termly report on their child's progress and daily verbal feedback on what children have been doing during the session. Information is gathered from parents about their child's stage of development when they start at the pre-school which is well used by staff to inform the planning of future activities and support. Staff support children's transition to school by organising visits from the teacher, visiting the school for performances and accompanying the children on an early visit to the school so that there are familiar adults present.

Staff deployment is effective in supporting all children who attend. Staff are clear on their roles and responsibilities during the session and this means that activities are set up quickly and effectively delivered to promote children's learning and development. The setting operates with a high ratio of staff to children meaning that children can free flow safely between the indoors and outdoors whenever they want to and receive good support in their learning and development. The manager has a high level early years qualification and staff attend a range of appropriate training courses, the results of which have a positive impact on the children who attend as knowledge and skills are well applied.

Systems to evaluate and identify areas for improvement focus on things that will benefit the children who attend. For example, an outdoor area has recently been secured and successfully implemented to provide an additional learning environment for children. The setting has the capacity to improve as it has addressed all of the recommendations from the last inspection. The attendance at regular meetings with other early years providers means that good practice is shared to benefit the outcomes for children.

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

Children make good progress towards the early learning goals. Staff have a sound knowledge of how to effectively support children in both free play and adult-led activities. They use various methods such as discussion, explanation and questioning to promote children's learning and development. Resources are well organised and displayed so that children help themselves to promote their independence. Very little distinction is made between the indoors and the outdoors so children can engage in a range of activities in both areas. They thoroughly enjoy playing outdoors and staff often move additional resources outside in response to their needs.

Weekly planning is devised shortly prior to commencement to reflect current interests and children's stages of development. Planning and routines are flexible, so that children can choose to participate and can finish what they are doing, for

example, finishing their art work before they have their snack. All staff know the children really well and are able to clearly explain what their individual targets are. Clear information is recorded on what children can do. As a result, children make good progress whilst at the setting.

Children are confident, independent and enjoy their time at the setting. They separate easily from carers and immediately commence playing as toys and resources are laid out for when they arrive and bright and colourful displays provide an attractive environment. Circle time offers good opportunities for children to developing their listening and speaking skills as they contribute to discussions, or tell others about a favourite toy or item they have brought with them. They chat happily during free play, talking about things they do outside of the pre-school. Children enjoy engaging in physical activities as they throw and kick balls and join in with action songs. They develop their large and small muscle skills through these and other activities such as cutting, sticking and mark making.

Children develop an understanding of shape, space and measure, for example, as they weigh items and guess which is heaviest. They frequently count and are beginning to recognise numbers. For example, having counted the number of children present a child finds the corresponding number from the board. Resources are rotated to provide a variety of toys that children use to develop their understanding of information and communication technology such as keyboards. Children show an interest in the natural world and upon finding a spider a child examines it with a magnifying glass and decides where best to put it outside. Children are encouraged to recognise familiar words such as their name as they self-register at snack time. However, they are not fully supported to develop writing skills, for example, writing their own name on their art work.

Children demonstrate a sound understanding of safety and are clear on what they have to do at certain times, for example, if they need to go to the toilet which is outside of the main room. Their understanding is promoted through the use of relevant visitors, such as a police officer to talk about safety. They enjoy a range of activities to promote their understanding of good health and well-being, such as healthy food jigsaw puzzles and healthy eating games. Their good health is effectively promoted as all staff have a first aid qualification, accidents and medication are appropriately recorded and there is an effective procedure to exclude children who are ill or infectious. However, hand washing procedures do not always effectively prevent the risk of cross infection. Whilst children use running water after toileting, they use a shared bowl and towel after painting.

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

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

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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

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