

# Kea Preschool

Inspection report for early years provision

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**Unique reference number**

EY394045

**Inspection date**

27/10/2009

**Inspector**

Nicola Jayne Pascoe

**Setting address**

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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*.

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.

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## Description of the setting

Kea Pre-School Limited is managed by a voluntary committee. It re-registered as a limited company in 2009 and operates from a building sited within the grounds of Kea CP School. It is situated in the hamlet of Kea, close to the city of Truro, Cornwall. All children share access to a secure enclosed play area. The premises are fully accessible.

The setting is registered to provide 26 places for children aged from two to eight years old. There are currently 60 children attending who are within the early years age group, eight of whom also attend other early years settings. The setting is in receipt of funding for the provision of free early education to children three and four years old. The pre-school currently supports a number of children with learning difficulties and/or disabilities and who speak English as an additional language. Children can attend for a variety of sessions. The setting is open each weekday from 7.45am until 6.00pm all year round.

There are seven members of staff who work directly with children and one member of staff who is an administrative assistant. All staff working with children hold appropriate early years qualifications to at least an NVQ level 2. Three members of staff are qualified to a degree level and one member of staff has recently achieved Early Years Professional Status. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff are well qualified and demonstrate a sound knowledge and understanding of the Early Years Foundation Stage (EYFS). They are committed to providing children with good opportunities to learn and develop. The setting successfully identifies and meets children's unique and individual needs and provides a generally inclusive and enabling environment for the wide age range of children attending. Staff make very good use of both the indoors and outdoors for play and exploration. Positive partnerships have been established with parents and other agencies. The setting demonstrate a sound ability to maintain continuous improvement in their early years practice. However, they are yet to implement the recently developed appraisal system in order to ensure that training needs and ongoing suitability of staff are regularly monitored and reviewed.

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

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

- implement the staff appraisal system in order to identify training needs and monitor ongoing suitability of staff

- improve systems for updating and sharing records to ensure that children's individual 'learning journeys' are readily available for inspection, fire drills are recorded regularly, accident records are shared appropriately with parents and that incident records contain sufficient information about action taken and outcomes for children
- promote children's sense of belonging and offer greater opportunities for them to take responsibility through the provision of accessible coat pegs and by encouraging children to help prepare and serve their own snack.

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

Children are safeguarded by competent staff who follow appropriate procedures to promote children's safety and security at all times. Robust systems are in place to check the suitability of newly appointed staff and appropriate procedures are in place to ensure that unvetted persons are supervised with children at all times. Recently introduced systems for self-evaluation have been used effectively to identify appropriate areas for future development. As a result, the setting demonstrate a sound ability to drive improvement in their early years practice. For example, they have successfully identified appropriate areas for future development of the early years provision as they intend to extend the pre-school building and further improve the outdoor learning environment. In partnership with the local authority they have secured financial support to achieve this.

Staff have established positive and effective partnerships with parents and other providers in order to maintain cohesive learning experiences and continuity of care for the children attending more than one early years setting. However, although most documentation is well organised, updated regularly and shared with parents appropriately, the 'learning journeys' for the children in attendance are not available for inspection, fire drills are not recorded regularly, some accident records are not shared appropriately with parents and incident records do not always contain sufficient levels of information. The provision works very closely and effectively with the local primary school and as a result children enjoy a smooth transition into the reception class. They also benefit from use of the school playground and playing field in addition to their own designated outdoor play area. Staff respect children's unique and diverse qualities and are effective in promoting equality through their sound knowledge and ability to plan for the needs of each individual child.

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

Children are well supported by their designated key person who plans to provide suitably challenging activities based upon their individual interests, preferences and abilities. A good range of resources are freely available to capture children's interest and provide opportunities for creativity. As a result, children are happy, settled and confident. They are developing increasing levels of independence as they self-select favourite resources, initiate play with their peers, approach staff for

assistance and engage in cheerful chatter with those around them. Older children are kind and helpful to younger children, setting good examples and offering praise for their achievements. Children enjoy the freedom to make decisions regarding what they would like to do and are influential in the future planning of activities. However, children's sense of belonging and level of responsibility is not always effectively promoted, as some coat pegs are too high for younger children to reach without adult support and snacks are prepared and served to children, even though they are clearly keen to do this for themselves.

Children benefit from daily opportunities to enjoy and achieve as they explore and investigate their environment. They grow fruit and vegetables and recycle waste materials to make junk models and collage. Children are developing a sound awareness of the importance of maintaining their own health and safety. They are beginning to understand the positive impact that nutrition, hygiene and fitness have on their growth and development. They are well mannered, polite, kind and considerate and have established good relationships with adults and friendships with their peers. Children are developing a positive awareness and understanding of their own and other cultures and beliefs as they celebrate traditional festivals such as Halloween. They benefit from free use of a good range of resources and visual aids which depict positive images of people's differences. Children have free access to chalks and black paper to make colourful marks which depict fireworks on bonfire night. They enjoy a good selection of books for reference and personal enjoyment. Children and adults communicate enthusiastically as they explore, investigate and problem solve when cutting out the shapes to make a face on their Halloween lantern. Favourite music is playing whilst children are engaged in activities and this adds to the sense of freedom children are experiencing during the school holiday.

Children are competent users of computer equipment. Through use of this equipment they are developing fine motor skills and hand-eye coordination, whilst interacting with appropriate educational programmes to follow directions and successfully direct characters around a particular route on the screen. Children benefit from exploration of the outdoor environment, searching the school playing field to find pine cones and observe wild mushrooms. They collect autumn leaves, ride bikes and enjoy digging in the vegetable patch. Children benefit from caring for the pet rabbit and staff explain that they have found this to be a particularly helpful activity for settling children who are new to the setting. Younger children delight in using their hands to print patterns on to sheets of paper using a range of colourful paints and large brushes. Some also paint their faces and staff allow them to continue to do so for as long as they wish, as they recognise that these children are greatly enjoying the sensory experience. Children's art work is displayed attractively on the walls of the playroom for all to admire and celebrate.

## 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	2
The effectiveness of the setting's engagement with parents and carers	2

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

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

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## **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