

Kilsby Pre-School

Inspection report for early years provision

Unique reference number	511063
Inspection date	12/11/2009
Inspector	Fiona Robinson

Setting address	In the Grounds of Kilsby Church of England Primary School, Manor Road, Kilsby, Northamptonshire, CV23 8XS
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Telephone number	07913848617
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Email

Type of setting	Childcare on non-domestic premises
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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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

Kilsby Pre-School was registered in 1969 and moved to the current site in 1992. It operates from a mobile classroom in the grounds of the Kilsby Church of England School, which is on the edge of the village. There is ramped disability access to the building. A maximum of 21 children may attend the pre-school at any one time. The setting is open each weekday between 9.00am and 12.00pm during term-time only. On Mondays, a lunch club also operates until 12.30pm, followed by an afternoon session which runs until 3.00pm. All children share access to a secure, enclosed outdoor play area. There are currently 17 children aged from two to under five years on roll. Of these, 13 receive funding for early education. Children come from the local community and surrounding area. The setting is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The pre-school employs five members of staff, four of whom hold appropriate early years qualifications and one is working towards a qualification. The pre-school is a member of the Pre-School Learning Alliance and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, the quality of the provision is good, the pre-school provides an interesting and stimulating environment for the children to explore. Children are fully included in well planned activities and are keen and motivated to learn. They benefit from the excellent partnerships between staff, parents and carers, and the host school. Staff are very effective at promoting the children's welfare to ensure individual needs are met. The Manager and staff demonstrate a good knowledge of the setting's strengths and areas for improvement and have good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop technology in the setting
- develop the use of the outdoor area.

The effectiveness of leadership and management of the early years provision

Children's safety is protected very well, staff have an excellent understanding of safeguarding issues. Comprehensive policies and procedures are fully implemented to ensure that children's welfare is safeguarded from harm and neglect. Staff are very careful to minimise the risks for children and carry out regular safety checks. Children are cared for in a well maintained and safe environment. Robust recruitment and vetting procedures ensure that all adults working with or having

contact with children are suitable. Staff are vigilant in supervising children to ensure they remain safe indoors and outdoors.

Excellent links exist with parents and there are very effective induction systems for children in place. Staff share the individual learning journeys with parents on a regular basis and hold more formal meetings at the end of each academic year to discuss the children's achievement and progress made. Relationships are very positive and feedback from parents is very good. They say that staff work well with the children and are very happy with the wide range of activities available. Information is shared very effectively through informal discussions, newsletters and the parent's notice board. Staff are experienced at caring for children with special educational needs and/or disabilities and liaise regularly with the children's parents. The relationship with the host school is excellent and the pre-school benefits from the use of its facilities, including the outdoor environment.

The setting is well led and managed and good self-evaluation systems ensure that the views of parents and children are taken into consideration when identifying priorities for planning. The manager and staff actively promote equality and diversity and children are fully integrated in activities. Resources are used effectively to meet the needs of the children. Good progress has been made in addressing the recommendations of the previous inspection. In particular, regular observations of the children's progress are used to guide planning and staff have regular meetings with parents to keep them informed of children's achievements and progress. Staff work well together as a team and plan together and share information at regular team meetings. The manager and staff have high expectations about securing improvement and regularly monitor activities. Regular staff appraisals are carried out and they demonstrate a good capacity to improve in the future. There are clear plans in place for developing the outdoor area to enhance learning and to increase the use of technology such as digital cameras to enhance learning.

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

Children are settled and happy and benefit from being cared for in a welcoming, inclusive environment. They are well supported in their play and enjoy daily access to the outdoor environment. Staff regularly meet to plan activities and share observations and a good key-person system ensures that children experience continuity of care.

Children have fun being creative in their stimulating and well organised indoor area. They enjoy role play in their home corner and are keen to create firework pictures and print patterns with autumn leaves. They enjoy going through the maze in the garden to search for treasure and learning about houses from around the world. Personal development and language skills are promoted well, with staff interacting well with the children. They enjoy listening to familiar stories such as 'We're Going on a Bear Hunt' and join in with the endings. Most can write their names and count up to 10 and beyond. They are keen to dance and move to music and are confident to complete simple computer programs. All children

achieve well.

Children's health is promoted well and they are helped to develop a positive understanding of healthy foods. Their independent skills are developed well as they help to prepare their own snacks and pour their own drinks. They enjoy growing their own vegetables and preparing their own smoothies and fruit punch. They have a good understanding of keeping safe as they take part in regular fire drills and visit the fire station. They learn about the importance of taking exercise and enjoy riding their bikes and pedalled vehicles and balancing on apparatus.

Children are well behaved because expectations are high and staff are excellent role models. They share and take turns and enjoy fundraising activities. Festivals such as Harvest, Diwali and the Chinese New Year enrich the children's experiences. They are involved in community events, including May Day and the vegetable show. Overall, children are well prepared for life outside the school day and the next stage in learning.

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	1
The effectiveness of safeguarding	1
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
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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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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