

Kennet Valley Pre-School

Inspection report for early years provision

Unique reference number	110710
Inspection date	08/07/2010
Inspector	Tracy Bartholomew
Setting address	Holybrook Centre, Carters Rise, Fords Farm, Calcot, Reading, Berkshire, RG31 7YT
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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

Kennet Valley Pre-School opened in 1983. It operates from the Holybrook Centre on the Fords Farm estate in Calcot, near Reading. The pre-school is part of the Kennet Valley Community Association. The pre-school has access to the large hall and a fully enclosed outdoor area. The pre-school serves the local community.

The pre-school opens five days a week during school term times. Morning sessions are from 9.15am - 12.00 noon on a Monday, Tuesday, Thursday and on Friday from 9.15am - 1.15pm to include a lunch club. Afternoon sessions are from 12.30pm to 3.15pm on Monday, Tuesday, Wednesday and Thursday.

A maximum of 26 children from three years to the end of the early years age group may attend the pre-school at any one time. There are currently 40 children aged between three and five years on roll, of these 36 children receive funding for early education. The pre-school supports children with learning difficulties and also children who speak English as an additional language.

There are five staff members employed to work with the children. Of these, four hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and enjoy the time they spend at this pre-school, they have a range of activities which support their development and aid their achievements. Children are developing close trusting relationships with adults and peers, which as a result ensures children are making sound progress in their learning and development. The committee and management team have an evaluation system in place, which clearly identifies strengths, although missed reflection has resulted in satisfactorily continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure policies, procedures and other documentation is up to date and reflect the current requirements, in particular risk assessments and the safer recruitment policy and procedures (Documentation) 31/08/2010

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

- ensure staff are effectively deployed to consistently meet the needs of the children, especially in relation to the outside freeflow concrete area

- ensure that assessment of children's development is sufficiently rigorous to further enable staff to make informed decision about the children's progress and the next steps in their learning

The effectiveness of leadership and management of the early years provision

Children's welfare is suitably safeguarded as all staff have a thorough understanding of child protection issues and what to do if they have any concerns about a child in their care. The staff have a sound understanding of how to protect children in their care however, policies and procedures are not consistent to support the practice. Risk assessments do not cover all areas used by children and the safer recruitment policy and procedures are not in place. This is a breach of the regulations. This does not have a detrimental impact on the quality of care and learning children receive because staff are very experienced and been with the setting for long periods of time, in addition they have an understanding of their role and responsibilities. Effective evacuation procedures are in place and practised termly.

The pre-school makes good use of the self-evaluation process, reflecting on how they can develop their practice and learn additional skills. They reflect on areas such as outside play and are obtaining permission and grants to enhance the learning and developing of free flow play. The supervisors and staff team have clearly identified the need to enhance their planning and have been pro-active in seeking help and training to provide a starting point for recording children's development, although there are currently gaps within this documentation to enable staff to make informed decision about the children's progress and the next steps in their learning. Staff are suitably trained and regularly update their training. However some staff deployment does inflict on children's experiences as their individual needs are not consistently met and inconsistent practice results in some children not being methodically supervised especially when children are playing with the sand on the concrete area. Regardless of this the children benefit from the experience of the staff team, who have been at the setting for a long duration, this has a positive effect on the children as all staff know each child very well which as a result enables them to meet their equality and opportunity needs and values their individuality.

The pre-school has a highly positive relationship with parents and carers and relationships are well established. The staff regularly ask parents and carers for their views and keep them very well informed through newsletters and notes. The staff have an open door policy and invite parents to attend parental meetings if they wish to. In addition staff have very good support systems in place to ensure parents and carers are aware of their children's development, this is especially evident in they are joint working with schools and pre-school. Children have access to a sound range of resources both inside and out, staff rotate all resources to ensure children have a variety, children can self select art and craft materials to aid their creativeness.

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

Children in the preschool settle quickly to freely chosen activities and enjoy playing on the computer, exploring with construction, and joining in with art activities relating to holidays. With support from staff they learn how to use the computer mouse, how to put trees and road pieces together for the dinosaurs and they talk about different shell colours. They concentrate well during circle time as they listen to each others' news and past time experiences of holidays. Staff plan activities to reflect children's interests and to complement the topics and themes of the week. Staff clearly know the children well and have implemented a key person system. However, systems to identify next steps for individual children lack clarity, due to this being a newly introduced system.

All children enjoy exploring their colourful and well resourced themed areas which include cosy corners, role play area, art and craft, books and sand. They focus well on activities and receive good support from staff who talk to them while they play. They are keen to go outdoors and enjoy a good range of resources at the local park, including a swing, sea saw, spinning circle and slide. They become engrossed filling and emptying pots with sand and hunting for hidden shells, this is then taken a step further and used for the children to create their own sea side model, pasting sand into the box and creating water out of paper.

Children throughout the pre-school demonstrate that they feel safe and secure. They have good relationships in place with staff and benefit from their attention and friendly approach. Behaviour is good and staff adopt a positive approach to help resolve any disputes or to remind children about behavioural rules. Children learn about social rules, such as sharing and respecting each other.

Children have sound opportunities to learn about safety, such as carefully walking with their buddy to the local play park, they take their time as they come down the stairs under the close supervision of staff. They also have good opportunities to learn about health and hygiene. For example, staff encourage children to be independent at snack times and parents are encouraged to provide nutritious food for their lunch. Children sit sociably at snack and mealtimes, and learn to wipe their hands before and after eating. The pre-school promotes inclusive practice and supports the children to learn about the cultures and beliefs of others. This is promoted through visual labels used throughout the setting to detail what the activity or object is; for example signs in the setting for dressing up written in English and written in Polish. Children gain a clear sense of being part of a community and fund raise by undertaking sponsored events such as walks or dressing up.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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