

Ketton Pre-School

Inspection report for early years provision

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Inspector David Jones

Setting address Room 3, Ketton Primary School, High Street, Ketton,
STAMFORD, Lincolnshire, PE9 3TE
Telephone number 01780 721676
Email
Type of setting Childcare on non-domestic premises

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

T: 0300 123 1231
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

Ketton Pre-school opened in 1992. It is registered on the Early Years Register and the compulsory and the voluntary parts of the Childcare Register. It operates from a purpose built building within the grounds of Ketton Primary School in Ketton, Stamford, Lincolnshire. There is suitable access for adults and children with physical disabilities.

The pre-school is open five days a week during school term-time for children aged two and a half years to under five years. It serves the village and surrounding area. Sessions are from 9.00am until 11.45am and from 1.00pm until 3.45pm. Children are able to extend the morning or afternoon session by attending the lunch time session. This runs from 11.45am to 1.00pm

There are currently 45 children on roll. Of these, 33 receive funding for early years education. Not all attend every session. This is because the setting is restricted to a maximum of 24 at any one time.

The setting has systems in place to support children with special educational needs and those who are learning to speak English as an additional language. Children have access to a secure outdoor play area and the school playground.

The owner and nine part-time staff work with the children. One member of staff has a teaching qualification, three hold Level 3 and five hold Level 2 Early Years qualifications.

The group receives support from the Rutland Early Years Development and the Ketton C of E Primary School.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The provision meets the needs of children in the Early Years Foundation Stage well. The setting has good capacity for further improvement. Effective leadership, good team work and excellent links with parents ensure that all children are happy, included and well cared for. As a result, the children want to attend and enjoy learning. They make good progress in their learning and have an excellent understanding of being healthy and keeping safe.

What steps need to be taken to improve provision further?

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

- collate and analyse assessment information to clearly identify the strengths in the provision and use the information to build on the good practice and identify further opportunities to enhance children's learning and personal

- development
- ensure that a record of daily risk assessments is maintained thoroughly.

The effectiveness of leadership and management of the early years provision

Leadership and management of the provision are good. All staff place a high priority on the safety and welfare of the children. Procedures for safeguarding and ensuring the safety of the children are good. All members of staff are checked and appropriate records are maintained. All relevant policies are in place. Some have been recently reviewed but not all policies are dated. Routine risk assessments are thorough and regular, but daily risk assessments are not recorded systematically. Staff are consistently vigilant but especially at the start and end of the sessions. They ensure that children are handed over safely to the named person and any incident is reported on fully. Accidents are dealt with well because all staff hold first aid certificates. The risk from infection at snack time is reduced because several members of staff have been trained in safe food handling. There is a named member of staff who manages the support of children with special educational needs and/or disabilities and ensures that everyone is included in the range of activities undertaken during each session. Staff are able to support children who are learning to speak English as an additional language. Parents speak very highly about the setting and are engaged with excellently. They say that communication is effective and they know their views are valued. Many are keen to support the setting and actively contribute to fund raising activities.

The manager works effectively with staff and outside agencies to review the provision and to clearly identify the next steps to help improve outcomes for children. She is supported well by all staff. Key workers make good use of assessment information to track children's progress and to plan future work. They liaise regularly with staff in the school to ensure a consistent approach. Assessment records are detailed and show that the children are making good progress. However, the assessments have not been analysed collectively to identify the strengths in the provision. As a result, the setting is not able to build on the good practice and refine the activities so that children's learning and personal development is promoted at a quicker pace.

Very good use is made of the secure outdoor area. It is very well equipped and offers opportunities for children to consolidate and extend their knowledge and understanding in all the areas of learning. The limitations in space are overcome well through the use of the school playground and grass areas. The excellent links with the school helps the children become familiar with the school and prepares them well for the next stage in their lives.

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

The children are happy, feel extremely safe and settled. They behave well and quickly grow in confidence. This is because all staff are welcoming and

relationships with parents are excellent. All children are made to feel wanted and important. The emphasis placed on ensuring a good balance between adult-led and activities chosen by the children ensures they learn in a supportive environment. They develop their independence well and enjoy learning.

Staff assess that most children start with skills and knowledge broadly similar to those typical of their respective ages. Key workers provide good direct support and guide each child's learning experiences. As a result, the vast majority make good progress, particularly in developing their social skills and in taking responsibility for themselves. Staff are working together well to plan the activities and to ensure the children have equal access to all areas of learning. The weekly theme is shared with parents who help by extending the children's learning beyond the end of the session.

Children are developing a good understanding of contributing to the community by sharing, helping to put equipment away and by raising funds for charity. Their understanding of healthy living is excellent. They act responsibly as they help themselves to milk, fresh fruit or vegetables and know why eating fruit helps them stay healthy. They are very safety conscious as they use the climbing equipment and walk across to the school hall.

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	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	1
The extent to which children adopt healthy lifestyles	1
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