

# Kilnhurst St Thomas Pre School

Inspection report for early years provision

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**Unique reference number**

303242

**Inspection date**

09/09/2010

**Inspector**

Tara Street

**Setting address**

St. Thomas C of E Primary School, Meadow View Road,  
Kilnhurst, Rotherham, South Yorkshire, S64 5UA

**Telephone number**

01709 578481

**Email**

**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**

Kilnhurst St Thomas Pre School is run by a voluntary management committee. It opened in 1995 and operates from rooms within St Thomas Church of England Primary School in Kilnhurst, Rotherham. There are no issues which may hinder access to the premises. Children have access to a secure enclosed outdoor play area. A maximum of 28 children aged under eight years may attend the setting at any one time. The setting currently takes children from two to five years of age. The setting is open Monday to Friday from 8.45am to 11.45am and from 12pm to 3pm, term time only.

There are currently 85 children on roll who are within the Early Years Foundation Stage. Of these, 32 are in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are six members of staff, including the manager, who work directly with the children. Of these, one holds a Foundation Degree in Early Years, three hold an appropriate Level 3 qualification in early years, two of whom are currently working towards a Foundation Degree, and two hold a Level 2 qualification. The setting 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.

The pre-school provides effectively for children in the Early Years Foundation Stage. Staff have a good knowledge of each child to ensure that they are included and they make good progress in their learning and development. Children's welfare is soundly promoted through effective systems and procedures. Good quality monitoring and evaluation systems mean that the setting continues to improve and to produce beneficial outcomes for children. Strong relationships have been developed with parents and other agencies who work with children that attend the pre-school.

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

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

- link observations of individual children's learning and development more closely to the early learning goals in order to better identify future targets and challenges for them
- provide a wider range of signs, symbols and pictures, displayed at child height around the provision, which reflect all areas of learning, with particular regard to problem solving, reasoning and numeracy

- plan and implement a wider range of activities which enable children to explore the local community and develop their understanding of the world around them
- promote further the good health of children by extending the range of daily snack options offered to ensure they are healthy, balanced and nutritious.

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

Leadership and management of the setting is strong and positively impacts on the promotion of welfare and learning and development for the children who attend. The designated child protection officer has a clear understanding of their role and how to action any concerns and staff regularly update their safeguarding training to ensure children are protected. Risk assessments are clear and detailed with confirmation of any action taken to minimise risks and hazards to children. Children are safe within the setting as effective systems, such as the collection of children, ensure their safety. Good recruitment and induction procedures ensure that adults are safe to work with children.

Staff are well deployed throughout the whole of the session. They show a good understanding of their roles and responsibilities and undertake tasks without direction. As a result the transition between activities is seamless and means that children flow from one thing to another without interruption. Careful attention is given to establishing the individual needs of each child and working with other agencies, where appropriate, to secure their inclusion. A good range of resources is available, with consideration given to providing different areas, such as creative, role play, construction, sand play and an investigation table. Sound relationships are established with parents. The setting offers clear and relevant information on what the children are doing, along with activities to do at home, so that parents can become involved in children's learning if they wish. Useful information is gathered at the time of placement and used effectively to support children's individual learning and development and welfare needs.

The setting demonstrates a good understanding of where the areas for improvement are and is committed to changes that will benefit the children who attend. Targets set are honest and realistic and build on the good practice already established. Careful consideration is given to prioritising what needs to be done first and establishing what the options are, rather than implementing something and then having to change it again. Staff are involved in evaluating and reflecting on practice and given good opportunities to develop their knowledge and skills through training.

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

All children are making good progress in their learning and development. Staff are effective in their interaction to support children's learning through discussion, explanation and questioning. Children are keen to enter the pre-school and

interested in the activities on offer. They show care and concern for each other and the environment and form good relationships with staff and other children. They behave well and develop a sense of pride through the positive encouragement and praise that staff give them. Planning systems are good and provide a varied range of play opportunities for children. Clear consideration is given to children's interests as well as their stage of development. There is a good balance of adult-led activities as well as free play. A good observation system is in place which shows what children have achieved but these observations are not yet being linked closely enough to the development steps towards the early learning goals to clearly identify each child's key next steps.

Children show enthusiasm and excitement at the activities on offer and engage in play for long periods of time. They show a good understanding of the routines and as a result develop their independence and confidence for example, as they self-select what they play with. Children frequently count during games and activities and have good opportunities to recognise numbers and learn simple calculation through songs and rhymes. However, due to the limited range of signs, symbols and pictures displayed at child height around the setting, which reflect aspects of problem solving, reasoning and numeracy, opportunities to further promote children's learning are missed. Children use their imagination well spending long periods of time in the role play area. They negotiate their role within the play house and happily pretend to bath babies and make cakes for a birthday party. Children's knowledge and understanding of the world around them is promoted through daily play resources and their involvement in a range of activities, which look at different celebrations and cultures from around the world. However, local resources are not fully utilised to further enhance children's understanding of their community and the locality. They play well together, without adult involvement, and develop good social skills. The exploration table is frequently used with children showing interest in what they can see through magnifying glasses.

Children enjoy stories and listen avidly when read by staff, joining in with discussions about the characters. They enjoy looking at books independently and turn the pages carefully, placing the books back in the rack when they have finished. They are well supported to mark make and develop early writing skills. Children's good health and well-being is effectively promoted. Children thoroughly enjoy outdoor play and the free flow between the indoors and outdoors. They show skill as they ride on bikes, play in the sand pit and balance on climbing equipment, whilst at the same time demonstrating an awareness of safety as they carefully get on and off. All of the required information is captured regarding children's health and dietary needs. However, the snack menu is limited in the range of daily options and balance of healthy and nutritious foods offered to children throughout the week. Staff support children's ongoing health by maintaining good standards of hygiene at all times.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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