

# Kingsgate Community Pre-school

Inspection report for early years provision

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<b>Inspection date</b>	13/10/2010
<b>Inspector</b>	Siobhan O'Callaghan

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<b>Type of setting</b>	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).

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## **Description of the setting**

The Kingsgate Community Pre-school opened in 1995 and operates from the first floor of the Kingsgate Community Centre which is situated in Kilburn in North London. The pre-school can be accessed by a lift or via the main staircase. The provision has access to three rooms which are all open-plan and thus are easily accessible to the children. There is a small kitchen area where staff prepare snacks. There is no access to an outside play area; however, the children do have access to the large hall downstairs where they can engage within energetic play. The provision also plan regular trips to the local park. The pre-school is open during term time, Monday to Friday from 9.30am to 12.30pm.

The pre-school is registered on the Early Years Register to care for a maximum of 16 children from two to five years at any one time. The provision provides funded early education for three and four-year-olds. There are currently 16 children aged from two years to under five years on roll. The provision currently supports a number of children with English as an additional language. There are three members of permanent staff working with the children. The manager holds a level four qualification and all other staff have relevant early years qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Kingsgate Community Pre-school provides a welcoming and inclusive environment for children, where their individual needs are recognised and valued. Children are supported to make good progress in their learning and development as staff plan a broad range of interesting activities and experiences that effectively engage the children. The provision has established many positive policies and procedures which overall help to keep children safe. Successful partnerships with parents and other agencies support all children to receive consistent and continuous care. The staff team demonstrates a positive approach to implementing improved outcomes for children, they are currently developing self-evaluation systems so that clear targets can be set to bring about future progression.

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

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

- carry out a full risk assessment for each type of outing and review it before embarking on each specific outing (Safeguarding and promoting children's welfare). 28/10/2010

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

- develop further the complaints procedure to ensure that it gives details of how to contact Ofsted
- develop further self-evaluation systems to continually assess all aspects of the provision and therefore, improve outcomes for children.

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

The pre-school has developed a broad range of records, policies and procedures to support the safe management of most aspects of the Early Years Foundation Stage. There are robust recruitment and vetting systems in place to ensure that all staff are experienced and suitable to work with children. The staff team demonstrate a competent knowledge and understanding of safeguarding children procedures and their role in working effectively with parents and outside agencies should concerns arise. Staff ensure that children are cared for in a safe and secure environment as they conduct daily risk assessments to monitor all aspects of the premises and resources. However, they are yet to implement risk assessments for all the outings that they enjoy with children, this is a specific legal requirement.

The pre-school is well-organised providing a stimulating and accessible learning environment for children. Staff are effectively deployed as they spend all of their time working directly with the children offering them appropriate challenges within their play. Each child has a designated key person who is responsible for the planning and monitoring of their progress within the provision. Consequently, children's individual interests and learning styles are fully promoted. The staff team work effectively with parents and outside agencies where necessary, to ensure that children's continuity of care and learning opportunities are regularly reviewed. Through discussions with parents they demonstrate that they are very happy with the service they receive. Parents comments include: 'the strength of the nursery is the staff team who are all so friendly and welcoming. My child loves to attend' and 'I feel well informed as staff share my child's progress as we get reports at the end of the year and we are able to come in and discuss any concerns or achievements at any time.' Overall, parents receive good information about the provision and its ethos, although at present the complaints procedure does not give them details about how they can raise concerns to the regulator should they wish to.

The pre-school staff team have a very positive attitude towards developing their knowledge and skills and thus implementing improved outcomes within the provision. Since their last inspection there has been good progress overall, in addressing the recommendations that were made. For example, children now have good use of information, communication and technology resources and they receive effective challenges by staff to support all areas of their learning. Staff have improved many aspects of their documentation to support the safe management of the provision and they are enthusiastic to develop these further to meet all requirements. Consequently, staff demonstrate a commitment to promoting good quality care and education for children.

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

The staff team demonstrate a good knowledge and understanding of the learning and development requirements. They plan a varied range of activities and experiences, which support childrens individual interests and consequently keep them happy and busy. Childrens progress is monitored through regular observations of their achievements which are then linked into the areas of learning. Staff effectively utilise this information to inform their planning and thus target appropriate next steps for each child's individual learning progression. This in turn supports all children to make good progress given their starting points. The staff team acknowledge the importance of the outdoor learning environment, thus even though they do not have direct access to a garden area they ensure that children are taken out on regular trips within the local environment.

Children are developing good communication, language and literacy skills. Staff continually extend childrens vocabulary and encourage them to recognise familiar print within their environment. For example, children confidently find their name when they arrive in the morning to self-register themselves into pre-school. Children enjoy the challenge of learning shapes and colours when they play energetic games. For example, they play a game requiring them to stop and go using red and green coloured circles. The member of staff skillfully links this into childrens understanding of their personal safety as she talks to them about traffic lights and what they need to do when the lights are red or green. Children have many opportunities to be imaginative as they paint and draw with a good range of media. They are excited to explore a variety of ingredients when they participate in making their own play dough. Staff encourage them to observe the changes that take place when they add for example, food colouring to flour and water. Children are delighted with the end result as they continue to create lots of shapes with their dough.

Children are confident and happy as they access their environment and the full range of resources independently. They are learning many valuable skills including the importance of maintaining good personal hygiene practices. Through their routines staff discuss and support children to develop positive self-care skills. They are offered healthy snacks and learn through topics why it is important to live a healthy lifestyle. Children have daily opportunities to engage within energetic physical play which supports their good health. Children demonstrate that they feel safe and secure in their relationships with staff. They respond extremely well to staff direction which results in children displaying good behaviour. Children have many opportunities to learn about each other and to value their differences. The pre-school environment positively reflects the wider community, both through the resources and the activities that are presented to children. Overall, children are developing many positive skills to support their future learning success.

## 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

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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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