

Kenthurst Pre-School

Inspection report for early years provision

Unique reference number EY291385
Inspection date 20/01/2011
Inspector Tracey Boland

Setting address The Scout Hut, Kenthurst Close, Coventry, West Midlands,
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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*.

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

Kenthurst Pre-school opened in 2004 and operates in the hall of a scout hut situated in the Eastern Green area of Coventry. Children have access to a large secure outdoor play area.

The pre-school is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. There are currently 56 children on roll, all of whom are within the early year's age range. The group opens five days a week during term time. Sessions are from 9am until 3pm. Children are able to attend for a variety of sessions.

The setting currently supports children with learning difficulties and/or disabilities, and who speak English as an additional language. There is direct access to the setting.

The setting employs six members of childcare staff. Of these, all of whom hold appropriate early years qualifications to National Vocational Qualification (NVQ) Level 2 or 3. The setting receives support from the local authority and is a member of the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive in this stimulating, well resourced, child-friendly environment where all are valued and included. They are confident, enthusiastic and eager to be involved in the wide variety of stimulating activities available to them, as a result they are making very good progress in their development and learning. Staff are extremely caring and kind and use their knowledge and experience in the childcare field to effectively meet the individual needs of the children. Excellent partnerships have been formed with parents and other agencies to ensure continuity of care for the children. Effective systems for the self-evaluation of practice securely identify areas for development and the settings commitment to continuous improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- develop the use of open ended resources and materials so children can make their own choices in order to express their ideas.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded and flourish in this exceptionally well run preschool group. They benefit from the robust systems that ensure staff are suitable and children are not left unattended with unvetted adults. Staff demonstrate an excellent understanding of their role and responsibilities with regard to protecting children from abuse and neglect. All required documentation and records are efficiently maintained and parents and staff are made aware of the comprehensive range of policies and procedures which are regularly reviewed and updated. Thorough risk assessments are in place and daily safety checks ensure children can play safely. Access to the setting is only via a member of staff and security systems are robust. A record is kept of all visitors. The premises are extremely well organised which enables children to easily engage in a wide range of exciting, challenging and stimulating activities and resources that motivate them to learn. The outdoor area is freely available to children throughout the session as an additional learning environment.

Children make extremely good progress and staff are knowledgeable and committed to making a difference to children's learning. Staff continually access training and use their knowledge very effectively to ensure continual improvement. For example, all aspects of the provision are evaluated which results in clearly defined action plans aimed to consistently improve the care provided. The majority of staff have early year's qualifications and the staff team meet regularly to cascade any new information they have acquired. Annual appraisals enables individuals to identify their own needs and ideas.

Excellent partnerships have been formed with other professionals involved in the children's lives which ensure continuity of care and coherence of information. Staff enjoy extremely good working relationships with parents and effective communication systems are in place. Parents are continually kept well informed about the provision through newsletters, parents boards, open days, monthly committee meetings and through the pre-school website. Questionnaires provide opportunity for all parents to share their views and put forward any ideas they may have to enhance the service further. Parents are absolutely delighted with the care they and their children receive. They find staff to be friendly and supportive and keep them informed at all times about their child's progress. Staff obtain detailed information about each child's needs when they start which enables staff to plan effectively for their individual needs. Parent consultations encourage this further and parents are actively involved in the day to day running of the group and volunteer to help with the cooking and gardening club. Staff have formed effective links with the local early year's department and area special needs coordinators so children's needs are further supported.

Staff consistently provide an inclusive, welcoming environment where equality and diversity is consistently promoted and supported by effective policies and procedures. Children learn about diversity and the wider world through planned activities, resources and cultural celebrations that take place. Cooking activities include foods from different countries and parents are invited to share their own

experiences. The children's key person liaises well with parents if children have English as an additional language and clear labels are displayed throughout the setting in various languages alongside visual timetables to ensure that all children are actively involved. The staff have an excellent knowledge of the children's needs and any additional support is identified, sought and monitored.

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

Children are extremely secure, settled and relaxed and make excellent progress in their learning due and receive high levels of caring support and attention. They confidently approach adults for support or to chat showing that they feel safe and secure and excellent relationships have been formed. Children follow good hygiene practices and they understand the importance of washing their hands after using the bathroom, before eating and after wiping their noses. They enjoy a wide variety of nutritious snacks including fruit, vegetables and foods from different countries, such as samosas and noodles and children are actively involved in their preparation. Children understand the need to drink regularly to stay hydrated and freely access water when thirsty.

Children's safety is promoted very effectively and staff use daily experiences so they develop a good awareness of how to stay safe. For example, not running when indoors, using scissors carefully. Excellent systems are in place to ensure the safety of staff and children at all times and effective risk assessments ensure children's safety both inside and outside. Access into the setting is via a member of staff and all visitors are asked to provide ID before entering. Children develop confidence and awareness in an emergency as they regularly practise evacuation procedures and talk about road safety and stranger danger when out.

Children's behaviour is excellent and staff are good role models. All within the setting treat each other with respect and kindness and children learn to share and take turns. They are encouraged to resolve any minor disagreements between themselves and the use of a sand timer enables them to understand equal time when playing with specific toys. Children show very good manners and politely ask staff for help. For example when getting dressed for outdoor play.

Children are self-motivated and actively occupy themselves. They show good levels of concentration as they build models with recycled resources such as oversized reels, carton tops and coloured plastic. They learn to use their imagination using the items and thoroughly enjoy when guests come into the setting to show how they can use a wide variety of materials to be creative. Staff aim to develop this in all areas of the children's learning. Photographs reflect their time within the setting and are shared with parents, encouraging them to recall the things they have been involved in and share their experiences. Children enjoy the free flow systems that are in place which enable them to access the outdoor play area, where they competently use a range of wheeled toys and small equipment, such as, spades for digging and materials to make a 'den'. They learn about healthy lifestyles through daily exercise and the provision of a range of healthy nutritious snacks. Their understanding of healthy foods is further encouraged through the cooking activities that take place. Fresh drinking water is freely accessible at all times to ensure they stay hydrated throughout the day.

Children use their knowledge of numbers in a wide variety of activities. They use simple addition and subtraction. For example, when completing a survey reflecting the types of transport they observe when out, such as, cars, bikes and camper vans. By creating a graph they are able to see instantly which has the greater or lesser value and explore language, such as, more than, less than, the same as. Older, more confident children count in sequence to 10 and some above. They enjoy counting songs such as 'five little monkeys' and eagerly become involved in action songs.

Natural resource boxes are stored at low level and are clearly labelled with words and pictures. This provides children with excellent opportunities to independently select the resources they want as they initiate their own play and learning. They continually develop responsibility during the day as they are encouraged to pack away the toys and activities after they have finished playing. Children are consistently occupied and involved and the staff's enthusiasm is infectious. Children are making excellent progress in their learning as staff have a very good understanding of how children learn and extend and develop their learning through play. Comprehensive observations and assessments of children's learning enable them to plan effectively and in detail for each child's individual needs and future learning. Children's achievement records are available to parents at all times and key dates within the year are planned for more formal consultations with children's key workers. Therefore, they are kept up to date and involved in their child's learning.

Children are confident and self-assured. They show a good understanding of letter sound links as they carefully listen to and identify the initial sounds in words. Many children are able to recognise a wide range of the alphabet and confidently write their names. Children are confident communicators talking to adults with ease, sharing what they know and are doing and show inquisitiveness, demonstrating trust in adults to show interest and meet their needs. Their understanding of ICT is very good and even the younger children demonstrate good control when using the mouse, moving through the different games and programmes with ease.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
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	1
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

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
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	1
The extent to which children develop skills for the future	1

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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