

# King George V Pre-School

Inspection report for early years provision

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**Unique reference number**

206134

**Inspection date**

16/03/2011

**Inspector**

Jean Otter

**Setting address**

82 Brayfield Road, Littleover, DERBY, DE23 6GT

**Telephone number**

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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).

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## **Description of the setting**

King George V Pre-School opened in 1987. It is committee run and operates from The Scout Headquarters in Littleover, Derby. A maximum of 24 children may attend the setting at any one time. The pre-school is open each weekday during term times from 9am to 12noon and 12.45pm to 3.45pm. Lunch time provision is from 12noon to 12.45pm. All children share access to a secure outdoor play area.

The pre-school is registered on the Early Years Register. There are currently 60 children from two to five years on roll who attend at various times. Of these a total of 36 children receive funding for nursery education. The pre-school supports a number of children with special educational needs and/or disabilities and also supports a number of children who speak English as an additional language.

The pre-school employs seven paid members of staff, all of whom hold appropriate early years qualifications and three volunteers who are undergoing training. The setting receives support from the local authority.

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

Overall the quality of the provision is outstanding.

King George V Pre-School provides very effectively for children in the Early Years Foundation Stage. Staff create a safe, fully inclusive, enabling and welcoming environment so that all children benefit from the significant wealth of activities and experiences. The exceptional organisation of planning for individual children's learning and development ensures all children enjoy their time at the setting and make excellent progress. The pre-school is pro-active in developing partnerships with parents, other professionals and settings. The supervisor superbly evaluates the strengths and areas for improvement within the setting and continuously strives to improve the experiences of the children who attend.

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

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

- extending further opportunities for science indoors

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

Effective safeguarding policies ensure that children are well protected. Staff have attended training and demonstrate a very clear understanding of the procedures and how to implement them appropriately in order to protect children from harm. Children feel safe in the setting as staff practice safe routines and teach children how to keep themselves safe from injury.

The supervisor of the setting demonstrates excellent organisational and managerial skills, using self-evaluation systems exceptionally well to monitor and evaluate the provision accurately. Staff support children's learning very well and successfully use the principles of the Early Years Foundation Stage framework during their play. Parents and carers of the children are valued and supported as partners in their children's learning. They are given good information about policies and procedures, and how learning and developmental opportunities are created and implemented within the setting. They are invited to add their knowledge and skills to enhance their children's experiences. Comprehensive links are formed with other professionals to ensure each child's needs are consistently met and contact is made with respect to local schools in the area.

All necessary documentation for the safe and efficient management of the setting is in place and all staff and volunteers are vetted. Children are very well supervised and staff move around the areas talking to and observing children, engaging well in their play. Staff share the tasks of guiding the play and routines and communicate effectively to ensure the smooth running of the setting.

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

Children are provided with excellent opportunities to investigate, explore and use their creativity and imagination. Themes, topics and outdoor play are used skillfully to extend their knowledge of the wider world. Numbers and shapes are used consistently and language to describe comparisons and measure is introduced well. Role play, tools and materials are used creatively and there are daily opportunities for children to develop skills for mark-making, to engage in story telling and learn new technology which supports them to make very rapid progress across all areas of learning. The environment is resource rich both indoors and outside and children have access to a wide range of activities and supplementary resources. A lovely range of books are available at each session.

Activities are exceptionally well planned and organised, taking into account children's individual interests and ideas. Staff securely base their observations and assessments on what children enjoy and can do, taking into account their 'starting points'. They observe children as they play, using their observations to ensure that each child's needs are being met and to skillfully plan the next steps in their learning. Staff ensure parents and carers have opportunities to talk to them, both informally on a daily basis and on more formal occasions, where they can share detailed information about the child's care, well-being and progress. Staff use excellent communication with the children, they ask open-ended questions and present high levels of challenge. Staff gently engage children who are not so confident, ensuring everyone is included. Children listen to and use a wide range of vocabulary and as a result are keen to express their ideas and feelings through discussion. Children make good relationships and play and work well together, learning to negotiate and problem solve as individuals and within a larger group, which develops their confidence and self-esteem. They are encouraged to make choices and decisions for themselves. They learn to respect and value people's

differences and similarities through stories, discussion and as they celebrate different cultural events throughout the year. Children with special educational needs/disabilities are fully supported within this inclusive setting where individualised learning is nurtured well and each child is highly valued and respected.

Staff create a safe and welcoming environment where risk assessments are detailed and robust and support children's health and safety very well. Children learn how to keep themselves safe and develop positive attitudes towards healthy eating through projects and discussion. Outdoor play and exploration of the outdoors, including looking at wildlife, planting and learning about eco-systems fully supports their physical play and early science and is a very strong feature of the setting. Consideration is to be given as to how the opportunities for science can be further extended indoors.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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