

Kiln Hill Pre-School

Inspection report for early years provision

Unique reference number

EY359531

Inspection date

29/03/2011

Inspector

Anthea Errington

Setting address

The Mitchell Memorial Hall, Kiln Hill, Tweedmouth, Berwick-upon-Tweed, TD15 2EZ

Telephone number

01289330052

Email

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Kiln Hill Pre-School has been operating for over 10 years and re-registered in 2007 under the current registration. It operates from the Mitchell Memorial Hall in Tweedmouth, Berwick-upon-Tweed, Northumberland. Children have access to the main hall, outdoor area and associated facilities. Opening hours are currently 8.50am until 12pm Monday to Friday and 1pm until 3.30pm Monday to Thursday, term time only. The setting is registered to care for a maximum of 26 children in the early year's age range; there are currently 54 children on roll. It is registered by Ofsted on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in an extremely welcoming and inclusive environment. Staff are highly motivated and ensure children's development and welfare requirements are fully met. Clear systems for observation and assessment means that key workers know their children very well; ensuring children receive a personalised learning experience. This combined with strong leadership and excellent, purposeful links with parents and other professionals ensures that children's overall needs are very well met. The setting has begun to reflect on their practice and has identified ways to move forward to ensure continuous improvement.

What steps need to be taken to improve provision further?

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

- continue to develop procedures to promote reflective practice, self-evaluation and identify priorities for development to improve outcomes for children.

The effectiveness of leadership and management of the early years provision

Staff members are clear of their role and responsibilities to ensure children's safety and well being and clear of the procedures to follow should they have concerns. The written informative policy relating to safeguarding ensures parents are aware of the procedures followed. This combined with effective recording systems for medication administration, accidents and allergies, which are regularly monitored and efficiently stored, further ensure children are well protected. Thorough risk assessments are in place for all aspects of care which reduces the risk to children. Staff deployment is good and staff work very hard to ensure all areas are fully supervised at all times. A detailed evacuation plan is in place to support children's safety; accompanied by a record of fire evacuation drills.

The setting displays a positive attitude towards equality and diversity and ensures

an enabling and inclusive environment which makes parents and children feel welcome is in place. For example, words and pictures in children's home languages are displayed in addition to welcome messages in other languages. Documentation is very well organised, readily available for inspection and stored securely to protect confidentiality. All essential records and well written policies are in place of which parents receive copies. The staff team are extremely dedicated and committed to continuous improvement and are currently working towards completion of their self-evaluation document. The quality of the environment both indoors and outdoors provides children with increasing independence and good levels of challenge. For example, children are able to move between the indoors and outdoors independently and thoroughly enjoy the opportunity for exercise and fresh air.

Staff are highly motivated and ensure first class relationships with parents are maintained. Parents are informed about the setting and their child's care through regular discussion, informative notice boards as well as regular newsletters. In addition, 'stay and play' sessions at weekends provide parents with excellent opportunities to engage in their children's learning as well as the provision of individual learning journals for each child. Parent's comment on the very good care their children receive stating that their children love attending the pre-school. The setting has formed extremely close working relationships with local schools and other settings in the area, ensuring the efficient exchange of relevant information about individual children.

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

Staff demonstrate a thorough understanding of the Early Years Foundation Stage and child development. They use individual plans purposefully to plan for children's next steps of learning, whilst being responsive to the needs of all children. This combined with the use of a highly effective key worker system, detailed observation and assessments linked to the areas of learning, ensure children make very good progress towards the early learning goals.

Children are extremely confident to express themselves and make good progress in their communication and language skills. The setting is currently involved in the 'Every Child is a Talker' strategy and actively encourages children to express themselves. For example, children go home wearing stickers detailing their activities at the setting which parents can then discuss with them. Children recognise that print in the stories brings meaning as they share and enjoy a story together. Staff are highly skilled at engaging children's interest and encourage their interaction fully at story time. Children have fantastic opportunities to learn of the natural world as they engage in extremely well planned and resourced activities. They thoroughly enjoy and display great enthusiasm for the animals that are brought to visit. They explore their senses as they reach out to touch the hard shell of the snail and the smooth warm skin of the snake. They use highly descriptive language as they describe how the animals feel to them. For example, they describe the rabbit as being 'soft and fluffy' and the snake as being 'shiny'.

Children are becoming aware of shape and size as they discuss the various sizes of snails. They correctly identify which one is the largest and marvel at the tiny eggs. Children have very good opportunities to develop skills for the future as they regularly access programmable toys and computers. They display great interest in the garden design programme available for their use on the computer as they interact well with one another. Children are extremely creative and thoroughly enjoy role play activities. They explain how they are 'superhero's' as they enjoy and engage in imaginary play. Children have very good opportunities to develop and support their personal and social skills as they interact fully with one another. They display kindness and concern for each other and learn to take turns with the many resources available to them. They explain how they must be kind and share with one another, which is supported well by staff that sensitively encourage and support them.

The setting is fully committed to ensure the children's welfare needs are fully met. Children have excellent opportunities for exercise and fresh air as they regularly access outdoors. They practice their climbing and balancing skills as they learn to manoeuvre and balance on the small wall. This contributes towards their very good health as they gain increasing control over their bodies. In addition, they enjoy extremely nutritious snacks and display very good manners as they independently access the snack bar. Children behave very well and respond positively towards staff members. They constantly receive purposeful support from the staff team so that they feel safe, valued and secure. Children demonstrate their feeling of being safe as they regularly approach the staff for support and reassurance, who respond to them with a great depth of warmth and kindness.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
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	1
--	---

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	1
The extent to which children feel safe	2
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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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