

# West Kingsdown Preschool

Inspection report for early years provision

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**Unique reference number** 127761  
**Inspection date** 28/03/2011  
**Inspector** Linda Coccia

**Setting address** School lane, West Kingsdown, Sevenoaks, Kent, TN15 6JN

**Telephone number** 01474 854897

**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*.

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## Description of the setting

West Kingsdown Preschool opened in 1965. It is owned by parents. The pre-school operates from two rooms in the pre-school building and also from the old school hall. It is situated in West Kingsdown, Kent. There are separate kitchen and toilet facilities in both buildings. Children have access to secure outdoor play areas. It serves families from the local community and surrounding area.

The provision is registered on the Early Years Register. There are currently 70 children aged from two years to under five years, on roll. All of the children fall within the early years age range. Children aged three and four years receive funding for nursery education. Children attend for a variety of sessions. The pre-school opens five days a week. In the preschool building sessions are from 9am until 3pm. The old school building sessions are from 9am until 12.30pm. These sessions are mainly for children aged between three and five years. The pre-school opens term time only.

The setting currently supports a few children with special educational needs and/or disabilities. There are procedures in place to support children who speak English as an additional language. The pre-school employs 14 members of staff who all hold a recognised early years qualification to a National Vocation Qualification at level 2 or above.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school is particularly effective in providing an excellent range of resources which children can select their own activities from. Overall, the assessment requirements are effective and children's individual needs are being met. The manager and her staff have addressed a number of recommendations made at their last inspection. This shows that they are able to maintain the continuous improvement of the setting.

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

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

- strengthen the processes that allow children's next steps to be clearly identified through the observational assessments and that these are used in leading future planning.

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

The parent committee employs a competent manager and staff team to oversee the day-to-day running of the pre-school. Staff use a good range of procedures to safeguard children. For example, the manager keeps a comprehensive list of persons holding current Criminal Records Bureau checks. She carries out regular risk assessments of the premises, toys and equipment. Regular emergency evacuation drills are practised by the children. This ensures that children have the opportunity to know the procedures and keep themselves safe in an emergency. The manager has carried out a good evaluation of the pre-school using comments from staff and parents. Staff listen to the views of individual children. The manager has formulated an effective improvement action plan which prioritises those changes which have the most positive impact on the children. Children have benefitted from improvements because they have more toys and equipment to use. The environment is conducive to learning. The range of equipment and toys is outstanding and is of excellent quality and suitable for the ages of children to support their learning. Children are able to initiate their own individual play activities and can use them where they want. In this way children develop their independence and decision making skills. The outside areas provide sustainable opportunities for children's play all year round. Staff have an excellent understanding of equality and diversity issues. They have completed workshops to look at the differences in learning between boys and girls and have also attended training to consider the different cultural needs of people, such as Travellers. Children with special education needs and/or disabilities receive excellent support from their key persons. Because staff caters for each individual child, children learn to respect each other's differences.

The pre-school works closely with other care settings. Key persons may carry out exchange visits. Children's information is exchanged with other carers, such as childminders, too. There is good partnership working with local primary schools. Children are invited to schools to see concerts and nativity plays. The effective partnership working ensures that children are supported well. The pre-school also engages well with parents. Parents are provided with their own copies of written policies and procedures either in paper form or on a CD. Parents exchange information verbally with key persons at the beginning and end of each session. They report that they are very happy with the progress their children make. They state that they and their children receive good support from all staff. Children receive consistent care because regular discussions of their needs take place.

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

Most children arrive at the pre-school happy and eager to play. They are greeted by name and are engaged in conversation to help them feel secure. They show they know the routines of the group as they confidently hang up their coats and safely store their bags. This indicates they feel safe in the setting.

Children move freely around the setting and can free flow into the outdoor areas. They confidently initiate their own activities. For example, they make camps under the raised playhouse in the garden or collect equipment for pretend picnics. They relax in the book corner where they can experiment with different sound making equipment or look at the wide variety of picture books. They help staff create interesting topic displays which show what they have been talking about. These also act as reminders for the children about the different care routines they use. The role play areas support children's learning about their local community. They use the play post office regularly and can visit the play travel agent. Children have access to a good range of equipment which supports information technology and exploring the natural world, such as magnifying glasses and binoculars. They use these competently. Children are developing a good range of skills for the future as they use games and activities which promote the use of numbers and shapes and letter recognition. Children show their confidence as they happily talk to visitors to the group. Through the use of good quality toys and a wide variety of activities children are fully engaged in their play and are interested learners. Staff complete learning journey records on each child. Initial assessments are carried out using information obtained from parents. Regular observation and assessments in all the areas of learning help staff identify children's next steps. However, the next steps are not always used to inform the activity planning and as a result staff do not know which children should be targeted in the activities that staff supervise. Overall, the records show that children are making good progress towards the early learning goals and are enjoying their play.

Children use good self-care and hygiene procedures. Staff and children discuss the importance of healthy routines. Children have choices of healthy foods at snack time and have access to drinking water throughout the day. Children are encouraged to cut their own food and pour their own drinks. Those children who stay for extended sessions have their lunches provided by their parents. Staff advise parents what to include and why. The children have many opportunities for physical play at the setting. They also take walks around their immediate area to look for things of interest. The setting holds a five star rating from their last Environmental Health inspection. Children are adopting a healthy lifestyle because staff promote healthy eating and active play.

Children play well together. They are confident and show good levels of self-esteem. Most have developed good relationships with their peers and have built friendships. They cooperate well with staff at tidy up and group times. Children contribute to the setting through their self-initiated activities which encourage teamwork and sharing. Children have a purposeful time at the setting.

## 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	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	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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