

Flying Kites Pre School

Inspection report for early years provision

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Inspector

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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*.

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Description of the setting

Flying Kites Pre School is privately owned and was registered in 2010. It operates from the Scout Association hall in Taplow, near Maidenhead in Berkshire. The pre-school serves families from the local area. Access to the setting is at street level and there is a secure outdoor play area available. The pre-school is registered on the Early Years Register and may care for a maximum of 32 children at any one time. There are currently 34 children on roll in the early years age range. Of these, 16 are in receipt of early education funding. There are procedures in place to support children with special educational needs and/or disabilities as well as those who speak English as an additional language.

The pre-school is open five days a week during term time only from 9.30am until 12.30pm and employs four members of staff. Of these, three hold appropriate early years qualifications. There are two staff members who hold first aid qualifications. The pre-school receives support from the local authority and through the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The motivated and committed leadership has a shared vision of establishing a high quality service which meets children's individual needs. Staff have a sound knowledge of children's background's, family circumstance and interests and provide an inclusive environment. This enables them to provide appropriate levels of support within the setting to help children make satisfactory progress in their learning and development. Self-evaluation systems are not yet rigorous enough to prioritise improvements to the provision in order to promote the outcomes for children.

What steps need to be taken to improve provision further?

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

- promote the knowledge gained from observing children is used effectively so that records of children's progress clearly show the actual stage of development they are at in relation to the stepping stones of the early learning goals and what the intentions are for progressing them onto their next steps ensuring all children are supported to reach their full potential
- develop the use of reflective practice and self-evaluation to identify strengths and priorities for development that will continuously improve the quality of the provision for all children
- develop systems to incorporate parent's comments into children's individual records to ensure they contribute to and are fully involved with their child's

- learning on a regular basis
- create an environment rich in print where children can learn about words, for example, using labelling and extend children's opportunities for becoming independent.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of their legal duties and responsibilities regarding child protection issues and their practice is underpinned by an effective safeguarding policy. Effective appointment and suitability procedures are followed to ensure that staff are qualified and suitable to work with children. Supported by management, staff welcome the opportunity to access further training to compliment their existing childcare qualifications. Effective security procedures are in place to ensure children's safety. Staff supervise children closely, especially at times of arrival and departure, and through risk assessments which identify potential hazards to ensure effective steps are taken to minimise risks to children.

The setting has only been running for a term and have made positive steps to provide an inclusive environment where children are happy and confident. The management and staff team work well together to drive improvement and welcome the support of the local authority to promote improvements. They share a common purpose and work together effectively to provide a service which is inclusive for children and their families. Staff work successfully with parents and other professionals to ensure all children receive the support they need to make satisfactory progress in their learning and development. Self-evaluation and reflective practice is very much in its infancy and is not sufficiently robust to identify the priorities of the provision. However, management are extremely keen to promote the outcomes for children to ensure their on going development. Systems of supporting children's transition into school are being developed. The pre-school is beginning to develop relationships with other Early Years Foundation Stage settings who are also involved in children's learning. This helps to promote the integration of care and education.

The pre-school has started to seek the views of parents and carers as part of reflective practice. During the inspection parent's report that they find the provision friendly and welcoming, one parent said 'it's brilliant'. Parents are kept well informed about the running of the provision and their children's well-being and development and there are clear and accessible channels for parents to communicate with the staff. Parents and key person meetings are in the process of being planned. However, parents are not currently involved with contributing to their own child's individual records to prompt their contribution to be fully involved with their child's learning. Although the staff team work hard at transforming the hall into welcoming environment for children to learn and thrive, there is little opportunity for children to see that print carries meaning, as there is a lack of labelling within the environment. Furniture, toys and equipment are suitable for the children attending and the group have successfully secured funding to extend the range of equipment. For example, the outside area now provides children with a wide range of stimulating outdoor activities. Children have some opportunities for

self-selection with a range of toys that include multicultural resources, thus promoting children's understanding of equality and diversity.

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

Staff are developing a sound knowledge of the learning, development, welfare requirements and guidance of the Early Years Foundation Stage. They use an appropriate range of teaching styles and resources to provide a sufficient range of activities and experiences to meet children's needs. The level of challenge is sufficient to interest and engage most children. Observation and assessments and their use in planning are satisfactory and generally identify children's achievements, interests and learning styles. However, planning is not sufficiently robust to identify ways of extending individual children's learning to ensure they make consistently good progress towards the early learning goals.

Children are happy, motivated and eager to learn in the well-equipped and welcoming learning environment which generally reflects most children's backgrounds and some aspects of the wider community. Children have some opportunities to participate in everyday experiences to help them learn to value diversity. For example, they have celebrated Chinese New Year where they sampled noodles and made decorations. Children develop a strong sense of belonging and form positive relationships with staff, who respond sensitively to their individual needs. Children develop good levels of confidence and self-esteem as they make choices in their play and follow their own interests while cooperating and sharing ideas with their peers. Children become secure in the clear routines of the setting and willingly help tidy up at the end of the session. They respond well to staff's consistent use of praise and encouragement which promotes their understanding of positive behaviour. Staff apply clear and consistent boundaries of expected behaviour and provide simple explanations to help children learn safe practices, such as why they should take turns coming down the slide. A new system of snack time has just been introduced to enable individual needs of the children to be met. However, snack time is not currently organised to promote children's independence fully.

Staff are well-deployed and provide appropriate support to promote children's interest and enjoyment. Most children independently follow good hygiene routines and understand they need to wash their hands before eating their snack, although some need reminding. Children benefit from being able to freely access the outdoor area for the majority of the session. They engage in an appropriate range of physical play opportunities both indoors and out, increasing their understanding of the importance of regular exercise as part of maintaining a healthy lifestyle. Children are beginning to recognise their own names and have various opportunities to experiment with different mark-making techniques as they use a variety of mediums. They enjoy making their own 'insects' as they chose the various paints and resources available to them. Staff develop their understanding of insects by referring them to reference books to further their enjoyment. Children's progress in information and communication technology is developing as

they use keyboards and telephones with confidence. Overall, children are developing future skills to equip them for life outside of the pre-school.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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