

# Kilmington Pre-School

Inspection report for early years provision

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**Unique reference number** 105988  
**Inspection date** 04/05/2011  
**Inspector** Samantha Powis

**Setting address** The Village Hall, Kilmington, AXMINSTER, Devon, EX13  
7RG

**Telephone number** 07815 477196

**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

Kilmington Pre-School has been established for approximately 28 years and is run by a committee of parent volunteers. It operates from the hall, set in the village of Kilmington, near Axminster, Devon. The accommodation consists of a main hall which is arranged to provide separate areas for play. Toilet facilities are accessed through the foyer. An enclosed play area is available for outdoor play. The group is open Monday, Wednesday, Thursday and Friday during term time. Sessions run from 9.15am to 12.15pm; with a lunch club on a Monday and Wednesday until 1.15pm. The pre-school serves the local community and neighbouring villages and is registered on the Early Years Register to provide care for up to 26 children in the early years age group. There are currently 28 children on roll. Children aged three and four years are funded for free early education. The group supports children with learning difficulties and/or disabilities and children who learn English as an additional language. The pre-school employs four staff. The manager and one member of staff hold an appropriate level 3 qualification. One other qualified member of staff is currently working towards Early Years Professional Status.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The pre-school fails to meet children's needs because systems to safeguard and protect children are ineffective. Not all required documentation is in place and systems for appointing staff are weak; therefore, several legal requirements are not met. Risk assessment arrangements are ineffective and individuals are unclear of their roles and responsibilities. Limited self-evaluation systems do not ensure weaknesses are identified effectively to enable continuous improvement, and poor systems are used for organisation, planning and assessment. Nevertheless, the provision is inclusive; children are generally happy and secure, accessing a suitable range of activities which contribute to the satisfactory progress they make in their learning and development.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

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

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- maintain a written record of all medicines administered to children (Promoting good health) 18/05/2011
- ensure adults looking after children, or having 18/05/2011

unsupervised access to them are suitable to do so, and that records used to assess suitability are available for inspection at all times (Suitable people)

To improve the early years provision the registered person should:

- improve systems for planning and assessment and review the organisation of the sessions to better support children's learning and development
- identify a named Special Educational Needs Coordinator, who has a clear understanding of the SEN Code of Practice to ensure individual children receive appropriate support
- improve arrangements for carrying out risk assessments to ensure they are successful in identifying risks and reducing hazards to children and cover anything with which a child may come into contact
- implement an effective system to monitor and evaluate all areas of practice to identify areas for future improvements.

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

Inconsistent arrangements for staff recruitment compromise children's safety as there are ineffective procedures to ensure adult's suitability. Documentation to support required vetting checks are poorly organised and not all are accessible for inspection, which breaches a legal requirement. Staff have an adequate understanding of how to recognise signs and symptoms of abuse and the procedures to follow with concerns, helping to support children's ongoing welfare. Staff are careful to remind children about keeping safe; however, risk assessments are not always effective in reducing hazards. For example, staff identify the risk of children catching their fingers in the door, but have not taken action to prevent an accident occurring. Some documents are not used effectively; information regarding administered medication fails to be recorded appropriately. This means vital information to promote children's ongoing welfare is not maintained and breaches a legal requirement. Basic information is gained about children's needs to allow staff to support these; however, staff have not identified a Special Educational Needs Coordinator to ensure that appropriate support is available for all children.

Staff provide children with a welcoming and accessible learning environment. Children access an interesting range of toys, equipment and activities and are able to make choices in where or how they want to play. They have freedom to express themselves creatively as they access a broad range of resources and materials. Staff are usually on hand to guide and support the children. However, there are times when the session is not well organised, particularly as children arrive and when there is a change in routine. Children have access to a covered outdoor area, but only at certain times during the session. This makes it very busy making it difficult for some children to enjoy the activity of their choice. For example, children use bikes and read books in the same area, compromising their safety and enjoyment.

Recent changes in staffing and management have led to a lack of clarity in roles and responsibilities. Systems for self-evaluation are unsuccessful. Although some weaknesses have been identified, action is not always taken to address issues to ensure regulatory requirements are being met, or that outcomes for children are continuously improved. The provider has committed an offence by failing to notify Ofsted of a change to the nominated individual from the committee. This is a specific legal requirement in the Statutory Framework for the Early Years Foundation Stage. Ofsted does not intend to prosecute on this occasion. Some improvements have been made since the last inspection. More opportunities for parents to meet key persons are available and policies are reviewed to ensure they keep parents informed of relevant information. Some improvements have been made with regards security; however, children are still able to access other parts of the building, such as the first floor areas without being noticed by staff, compromising children's safety. Planning systems are still being developed to enable staff to better support children's learning and development needs. There is some evidence of children being encouraged to use writing materials to label their own work. Children are provided with drinks at snack time and can ask for a drink during sessions, but they cannot access water at all times to encourage responsibility for their own health.

Children learn about the wider world through books, activities and outings. They explore the local community as they go on walks and get involved in community events, such as the Duck Race. Staff gain basic information about each child and family's needs, but sometimes lack the confidence to gather more detailed information to enable them to better support specific needs. Positive working relationships are established with parents and carers. They receive detailed information about the setting through the prospectus, notice board and newsletters. Formal arrangements for parents to meet with their child's key person back up daily discussions to ensure parents are kept involved in their child's learning and progress. Parents are encouraged to share their knowledge and skills to benefit children's experiences and understanding of the wider world. Effective links are established with local schools and outside agencies to promote consistency.

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

Children throughout the pre-school are happy and generally settled and secure. They get involved in a range of activities which helps them make satisfactory progress in their learning and development. Adequate systems are in place which allow staff to monitor children's progress and use their knowledge of children's interests to plan future activities. Staff have recently implemented termly reviews, which encourage them to work together with parents to plan the next steps for each child.

Children are confident and form strong relationships. They play well together, encouraged to share, take turns and be kind to each other. Children learn some boundaries which help to keep them safe; however, staff are not always consistent

with their expectations to ensure children understand the rules. For example, some children continue to eat their snack out of doors even though they have been asked to take it back inside. Children use language to communicate well. They share their news and clearly explain what they have made in the creative area. They enjoy stories and have some opportunities to think about number and engage in simple problem solving as they get ready for snack time.

Children enjoy using the computer and gain confidence in using simple programmes. They develop a sense of belonging. They enjoy seeing their own art work displayed on the walls and use their photographic name card to register their attendance. Children make their own models. They carefully cut shapes, use paint and brushes and select boxes of their choice to make nests and homes for their imaginary animals. Children learn positive procedures regarding personal hygiene. They know to wash their hands at certain times during the day and enjoy the healthy snacks they are offered. Children learn about safety within the pre-school as they take part in practising the emergency evacuation procedure. However, a lack of consistency with regards to expectations means that children do not always learn about boundaries which are there to help keep them safe.

## 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>	4
The capacity of the provision to maintain continuous improvement	4

### 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>	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
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	4
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	4
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	4
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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