

Kelso House Pre-school

Inspection report for early years provision

Unique reference number

127289

Inspection date

16/05/2011

Inspector

Linda Coccia

Setting address

40 Northumberland Avenue, Margate, Kent, CT9 3BW

Telephone number

01843230436

Email

kelsohouse40@yahoo.co.uk

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).

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

Kelso House Pre-school opened in 1993. It operates from the home of one of the registered managers and is located in a residential area of Margate, Kent. Children have access to a playroom, hallway, a toilet and secure enclosed garden. There is suitable/ restricted access to the building. It serves families from the local community and surrounding area.

The provision is registered on the Early Years Register. It is registered to provide care for up to 12 children who fall within the early years age range at any one time. There are currently 26 children aged from two and a half years to under five years, on roll. Children aged three and four years receive funding for nursery education.

The group opens five days a week, from 9.00am until 3.45pm for approx 38 weeks of the year. Children attend for a variety of sessions. The setting currently has procedures in place to support children with special educational needs and/or disabilities and children who speak English as an additional language. There are three regular staff and one supply staff member who work in the pre-school. All hold appropriate Early Years qualifications to National Vocation level three or above.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The managers and their staff show that they value each child and use some good procedures which allow them to effectively cater for each child's needs. They are excellent at helping children enjoy their time at the setting and make significant progress in their learning. However, the processes for partnership working could be improved. Overall, children's needs are being met. The providers have addressed recommendations from the previous inspection which shows they are good at maintaining the continuous improvement of their setting.

What steps need to be taken to improve provision further?

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

- strengthen the procedures to enable the sharing of information about children's learning and development and any other relevant information with other setting practitioners when children attend several settings .

The effectiveness of leadership and management of the early years provision

The provision is organised well. The managers make sure that all regulatory paperwork, such as the risk assessments and attendance records are fully maintained. The managers are both designated persons for child protection and the range of safeguarding procedures are used to good effect to promote children's well being. These include ensuring that a list of staff Criminal Record Bureau enhanced checks is fully maintained on the premises. The rigorous and robust recruitment and vetting procedures are rarely used as there is a very low turnover of staff. This has resulted in an effective staff team and key person systems which benefit the children because their relationships with staff can be sustained. The managers have evaluated their setting using comments from parents, staff and children and the Ofsted evaluation schedule. Subsequently, they are able to identify the areas of improvement which will have the most impact on the children. For example, they have identified the need for a garden den which will give children more opportunities to engage in more role play outdoors. The provision has a good range of resources which the staff use effectively in the space available. Although space is limited children are able to access their toys and activities easily. One manager is compiling a catalogue of toys to provide the children even more choices. Children use the play space well.

The provision welcomes all children regardless of their home situations, race or ability. The staff's attitudes towards equality and diversity are excellent and they embrace each child's individualism. A number of children are bi-lingual. This is reflected in the signage on doors and toy boxes. Children are encouraged to share their cultures with each other as they bring in different foods and clothes to sample. Parents are fully involved in these instances and willingly share their knowledge. Through these activities children gain an excellent understanding that everyone can be different. The provision has a Special Educational Needs Co-ordinator who is able to monitor children with special educational needs and/or disabilities. She fully supports each child and its family through discussions with other agencies who can provide the additional needs required for that child. The managers have good procedures for partnership working with other care settings. They have good relationships with their local infant schools. However, the managers have not rigorously pursued partnership working with other local nurseries and pre-schools which children may also be attending. Overall, children are supported well. The provision uses excellent procedures to engage with parents and carers. Parents report that they are fully apprised of all aspects of the running of the provision; from consultation about changes to policies to how well their children are progressing. Many parents have commented on the increase in their children's confidence and are consistently surprised at the extent of their children's knowledge and abilities. Parents are fully involved in their children's learning. They take home their child's observation folder each day in which they can make their own comments and observations. There is time each day for parents to discuss their child either with the managers or their child's key person. This means that children receive excellent consistent care.

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

The children arrive happy and are keen and eager to play. They happily chatter to staff and any visitors as they introduce themselves and talk about their families. This shows they feel safe in the setting.

Children use the wide variety of activities very well. They use water play in the garden to investigate how leaves move on flows of water. They investigate the way magnets link construction blocks together or choose to read their favourite books in the book corner. They borrow books from the provider daily which they read with their parents at home. Music is never far from the lips of the children as they hum or sing their favourite songs to themselves as they play. The staff encourage this further by providing an interesting range of musical instruments for them to create sounds with. The hallway provides additional space for children to dance in. Small world figures combined with construction blocks allow children the freedom to construct their own scenarios ranging from going on holiday to making a zoo. Children combine their talents to make complex models from small building bricks. This shows they are mature enough to participate in complex working groups. They use the digital camera to take pictures of what they like to do and of each other. They are very proficient at this as it is a regular activity. They investigate mini-beasts in the garden with magnifying glasses and have created complex dough models of what they have seen. Children are able to use their imaginations very well in this provision. Through the use of good quality toys and an excellent variety of activities children are fully engaged in their play and are making excellent progress towards the early learning goals. They are also developing an impressive range of skills for the future.

The staff know all of the children exceptionally well. They provide equipment which they know the children are interested in using and use their knowledge to good effect when compiling the children's learning journey records and end of term reports. The records consist of some excellent observations. Effective assessments lead to the identification of appropriate next steps for all of the children. The termly progress reports are very thorough and extremely informative for parents. They clearly show the excellent progress that children are making.

Children use the provision's good procedures for self care, including pouring their own drinks at snack time and helping to prepare food. One parent reports that her child has benefitted from the provision's promotion of healthy eating and now chooses fruit at home over other types of snacks. Staff regularly challenge children about their understanding of the effects of physical exercise on their bodies. Children are happy to sit and rest for a few minutes following dancing or physical games in the garden. Children are enjoying healthy lifestyles at the provision. Parents also report that within a very short period of time they can see differences in their children's levels of confidence and self assurance. They put this down to the dedicated staff that help the children to feel comfortable and allow them to air their views and have a voice. The children play very well together and share their toys. They always respond rapidly to staff requests such as at tidy up time. They avidly join in group activities. The managers report they rarely have to deal with

undesirable behaviour because the children learn to manage their own. This is because the children know the group's procedures so well. Children are making some excellent contributions to the provision.

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	2
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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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	2
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

