

# K.I.C.K.s Pre-school

Inspection report for early years provision

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**Unique reference number**

204091

**Inspection date**

12/05/2011

**Inspector**

Ann Cozzi

**Setting address**

Darash Trust, Darash Christian Training Centre, Ashwells  
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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

K.I.C.K.s Pre-school opened in 1992. It operates from a large hall within Darash Christian Training Centre on the outskirts of Brentwood, Essex. A maximum of 30 children may attend the pre-school at any one time. Children come from the local community and surrounding area.

The pre-school is open five days a week, during term time only, from 9.30am until 12.30pm on Mondays, 9.15am until 12.15pm on Tuesdays and Fridays, 9.15am until 2.15pm on Wednesdays and 9.15am until 1.15pm on Thursdays. All children have access to a secure enclosed outdoor play area. A maximum of 30 children may attend the nursery at any one time. There are currently 62 children on roll, of whom 42 are in receipt of early education funding.

The pre-school employs 17 members of staff. Of these, 9 hold appropriate early years qualifications. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP) and the Pre School Learning Alliance (PSLA).

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A well-developed understanding of children's individual needs ensures that staff effectively support children's welfare and learning. Children are safe and secure and enjoy learning about the world around them. Partnerships with parents, local schools and other agencies are in place, ensuring that children's needs are met along with any additional support needs. This means that children make good progress given their age, ability and starting points. Regular self-evaluation by the manager and staff makes sure priorities for development are identified and acted on, resulting in a provision which responds effectively to the needs of its users.

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

To meet the specific requirements of the EYFS, the registered person must:

- ensure the daily record of children's hours of attendance is maintained.
- 26/05/2011

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

- improve the consistency of observations and assessments to identify learning priorities for each child
- improve the exchange of information with parents to involve them more in children's ongoing assessments of their learning and development.

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

Robust recruitment procedures ensure that all adults working in this setting are vetted to verify that they are suitable to work with children. There are effective arrangements in place for safeguarding children, which are regularly reviewed and updated as required. Staff demonstrate a good understanding of these arrangements and show a high level of commitment to promoting children's safety. The environment in which children are cared for is safe and supportive and children are taught to be safety conscious without being fearful. As a result, they show a strong understanding of how to keep themselves and others safe. Records required by legislation are in place and updated as required, although during this inspection it came to light that while children's attendance is consistently recorded, their hours of attendance at times are not. This is a requirement of the Statutory Framework for the Early Years Foundation Stage and has the potential to impact on staff's ability to safely account for children at all times. A number of staff have up-to-date paediatric first aid certificates, which means that children are provided with appropriate care in the event of an accident. The environment is organised by staff in a way which is conducive to learning. For example, there are a wide range of accessible resources which support children's learning and development. The provider takes appropriate steps to ensure the environment is sustainable. Staff appropriately help children understand the society they live in, actively promote equality and diversity and tackle unfair discrimination.

Partnerships with other providers of care and education are established and make a contribution to children's achievement and well-being. The pre-school promotes communication between providers and partners supporting individual children to support their achievement and well-being. There are very positive, well-established relationships with parents and carers, which contribute to ensuring each child's needs are met. The setting regularly asks parents and carers for their views and ensures that these are used to inform important decisions about the provision. Parents and carers are informed about their children's well-being and development, although there is a minor weakness in the frequency of information sharing linked to children's learning. Parents report that they were provided with a welcome pack, that it is a great pre-school, key persons are very helpful, staff are very supportive, children are really happy here and that the setting has a great settling-in process. There are clear and accessible channels for parents and carers to communicate with the setting, which parents are actively encouraged to pursue.

Systems for self-evaluation involve consultation with staff, parents and both the local authority and Pre School Learning Alliance development workers. This provides an accurate diagnosis of the strengths and weaknesses of the early years provision. Leaders and managers communicate ambition and drive and secure improvement well. They are confident about what the setting needs to do to improve further and have been successful in making and sustaining improvements. Management systems run smoothly.

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

Staff demonstrate a good understanding of the Early Years Foundation Stage and how young children learn through play. They observe children and use this information to identify their next stage in learning in order to support them in making good progress towards the six early learning goals. However, there is a minor weakness with regards to the frequency of observations across all areas of learning. As a result, the planning of some activities is not always securely based on children's individual next steps in learning. The good selection of resources, equipment and activities available means that during free-flow play children make progress in their learning regardless of where they choose to play.

Children arrive at the setting happy and excited, separating from their parents and carers with ease. For the most part they move busily around the setting taking part in activities and initiating their own play and learning. Independent skills are encouraged as children are able to pour their own drinks and milk onto their cereal at snack time. Children are beginning to distinguish between quantities, recognising that a group of objects is more than one, for example, as they spontaneously count the seven spots on their picture. They use good concentration skills as they explore and investigate the toy cash register. As they press its various buttons they watch with fascination as the corresponding numbers pop up. Children are excited by their own increasing mobility and set their own challenges as they climb up, down, in and out of the climbing frame or practise balancing as they walk along the top of the caterpillar tunnel. They demonstrate their growing confidence as they proudly tell staff of their achievements. After vigorous play children observe the effects of activity on their bodies, for example, after climbing and running they stop for a rest or have a drink. Children interact with others, negotiating plans and activities and taking turns in conversation. For example, with some adult support they have lots of fun problem solving as they work out how to join cardboard tubes together to make a pretend telescope. During a small world activity children chat amiably with their peers and a member of staff about a variety of subjects including home, animals and what they are doing. Children take part in organised physical play sessions using footballs. They enjoy searching for hidden objects, controlling the ball with their feet and learning about simple maths, colour recognition and how to stay safe. Children carefully use single handed tools safely as they cut pieces of wool to size. They use a glue stick, controlling it as they move it around their piece of paper. They problem solve as they choose which materials they would like to use and carefully work out how to place and stick them on their paper.

Children are secure and develop a sense of belonging to the setting. They know what is expected of them, for example, during play and discussion they recognise and confidently talk about dangers and how to keep themselves safe. Most children demonstrate an understanding that their behaviour may put others at risk of harm as a result. Prompted at times with gentle reminders from staff, they learn how to behave and how to use and care for their environment and resources. Most children show good awareness about what constitutes a healthy lifestyle. They adopt good personal hygiene routines and learn about the importance of healthy

eating. Children have fun as they engage in a wide range of physical activities, both indoors and out, increasing their understanding about the importance of regular exercise as part of maintaining a healthy lifestyle.

## 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	2
The effectiveness with which the setting promotes equality and diversity	2
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

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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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