

Kidmore End Pre-School

Inspection report for early years provision

Unique reference number

133696

Inspection date

20/05/2011

Inspector

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Setting address

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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*.

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Kidmore End Pre-School opened in 1983. It operates from the Parish Room in the rural village of Kidmore End. The pre-school is registered on the Early Years Register and the compulsory part and voluntary part of the Childcare Register. The pre-school has use of a large room. Children have access to an outdoor area. The pre-school serves the local community and surrounding villages.

The pre-school is registered for 14 children aged between two and under five years. The pre-school opens five days a week during school term time. Sessions are from 9.00am to 3.00pm. Children can attend for a variety of sessions. There are currently 33 children on roll and the pre-school is in receipt of funding.

The pre-school supports children with special educational needs and/or disabilities and those who speak English as an additional language. Five staff work with the children on a part-time basis and all of them hold relevant early years qualifications. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children benefit from the stimulating environment that nurtures their natural curiosity and enables them to make excellent progress in all aspects of their learning and development. Staff are dedicated, proactive and highly successful in their roles. Inclusive practice is promoted exceptionally well ensuring each child's individual needs and uniqueness is recognised and valued. Partnerships with parents and others is a particularly strong aspect of the pre-school, with excellent strategies in place to share information. Overall, there are highly effective systems in place to monitor and evaluate the pre-school and this demonstrates the pre-school commitment to continuous development and improvement, which has a positive impact on children's learning, care and safety.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- extending the evaluation systems in place to include the views of children .

The effectiveness of leadership and management of the early years provision

The pre-school is exceptionally well managed and staff make very good use of the space available both inside and outside to provide children with an inspirational

learning environment. Children benefit greatly from the pre-school's stable and well qualified staff team, who are very aware children learn through play and provide a good balance between child and adult led activities and experiences. Secure and effective strategies are in place for safeguarding children as staff have a thorough knowledge and understanding of their role in protecting children and the procedures to follow if any concerns arise. Robust recruitment systems ensure the suitability of staff should vacancies arise and the staff appraisal system ensures all staff remain suitable to work with the children. Rigorous procedures are in place to ensure the premises are safe and secure. These include a comprehensive range of risk assessments and daily safety checks and staff complete robust risk assessments for each outing the children go on to ensure any potential hazards or safety concerns are identified and minimized.

Children can independently access a wide range of stimulating resources and equipment both inside and outside. Inclusion is threaded through all aspects of the pre-school and children are becoming aware of differences, including disability, through the display of positive images and the use of resources that promote diversity. Children who attend with English as an additional language are supported well and staff ensure they can access words and books in their home language. Children learn about the wider world and the lives of others in a variety of ways including visits from other professionals involved in the community, such as firemen, and they readily wave to the local farmers who ride by on their tractors.

Staff work closely with the local school to ensure that the transition from pre-school to school is sensitively handled and children are well prepared for the next step in their education. Strong partnerships are established with parents and other professionals, ensuring children's individual needs and requirements are consistently recognised, planned for and addressed. Parents make many positive comments, including how their child has come on leaps and bounds since starting, the caring and nurturing environment provided and how they can leave their children knowing they are safe and thoroughly enjoying the time they spend at the pre-school. A wide range of information is available for parents about the pre-school including a notice board which informs parents of events and information about the village.

The manager and supervisor speak very highly of the committee and the support they provide. The committee and all staff working in the pre-school are all committed to ensure children receive excellent care and outstanding opportunities to learn and develop. There are very effective systems in place to evaluate the pre-school, such as reflective practice, regular meetings with the committee and parents questionnaires, although, currently, the views of children are not sought. The pre-school is aware of areas for future development and have recently developed the outdoor area to provide children with more opportunities to play and learn outdoors. This demonstrates their commitment to continually improve to further enhance the outcomes for children in their care.

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

Children are incredibly confident, happy and thoroughly enjoy their time at the pre-school. They are inquisitive and readily participate in the activities and experiences provided for them, or make decisions as they initiate and extend their own play and learning. Children play in an inviting, nurturing and caring environment where they can access a range of stimulating and challenging resources which help to promote and extend their learning. All staff are enthusiastic about the role they play in children's early learning and development and inspire children to learn in a calm and secure way. They deploy themselves effectively to ensure all children receive high levels of individual care and attention. Purposeful and relevant planning for each individual child ensures that all areas of learning are covered effectively. Staff have a very sound working knowledge of the early learning goals and ensure that these are fully covered during focused and child-initiated play. They make frequent observations that are used very effectively to assess children's progress and to inform future planning for each child. Each child has their own file which includes examples of their work, photographs and observations. These files are readily accessible to the parents to keep them informed of their child's progress and development and parent helpers can access their child's file when they come into the pre-school to help. Regular parent's evenings enable the staff and parents to share information regarding their child's development and progress.

Children show they feel safe. They have developed secure and trusting relationships with the staff and each other. Excellent procedures and activities are in place to ensure children are beginning to be aware of their own safety. For example, they participate in the local authority 'footsteps' program which helps children to learn about road safety and all children regularly participate in the emergency evacuation drill with the staff. Children are extremely well behaved. They show exceptional care and concern for each other and readily include any visitors in their play or show them items of their work. Children are aware of the routines in place, such as to stop and listen when they hear the bell ring and readily say please and thank you when required. They readily celebrate festivals and events that are important to them, the local community in the village and their families. Children show a great sense of belonging as their work is attractively displayed around the room and they readily approach staff to talk to them about events in their lives and what they have been doing over the week-end. They helped to make the new wigwam out of branches and sticks they collected in the garden enabling them to feel a part of its recent re-development. Children readily help each other and it is obvious they all feel part of the pre-school. They are very aware of the local community as they have created a map of the village with pictures of themselves at various places of interest, such as the church and war memorial where they placed the wreath they had made. Children readily say hello to each other in French, German and Spanish, helping them to recognise the different languages some of the children speak as well. They approach visitors to tell them about the many reasons why they enjoy coming to the pre-school and make them a pretend sandwich. Staff know children exceptionally well and excellent relationships are established and maintained. They readily listen to children's ideas and thoughts and children's contributions are always

acknowledged and acted on.

Children readily mark make in a variety of ways, for instance, using the gel boards and chalk boards outside. They use their imagination exceptionally well as they pretend to go on holiday and collect the plane tickets from each other and make a packed lunch to take on holiday with them. The recent project of mini beasts enabled children to look at the tadpoles and other insects in the garden.

Exceptional use is made of the garden to provide children with a wide range of learning experiences, such as planting and growing their own vegetables and watching the coloured ribbons blow in the wind. Children are aware of skills for the future as they recycle the fruit and other items left over from snack time in the pre-schools own compost bin and then use the compost when planting items. Children use a range of technology to develop their skills, such as computers and electronic toys.

Staff extend children's learning exceptionally well by encouraging them to experiment, for example, adding water to the sand to see if the sand would still go through the sieve. Everyday events are used well to help develop children's understanding of numbers, shape and size as they count how many children are in the pre-school and talk about the shapes of the play fruit they are using in their role play. Children's creative development is well promoted as they have access to a variety of materials with which to paint, make models, glue and stick, enabling them to explore their imagination and creativity. They readily join in singing and action rhymes and help to choose the songs and rhymes. Children's physical development is promoted well as they run around the garden, dig using a range of garden implements and use of range of bikes. Staff promote children's understanding of their own self-care and the importance of good health through extremely good hygiene routines and asking them to put on sun hats before they go outside in hot weather. Children access fresh air each day in all weathers including playing outside in the rain.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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