

Knossington and Somerby Pre-School

Inspection report for early years provision

Unique reference number

EY342911

Inspection date

13/04/2011

Inspector

Claire Jenner

Setting address

Knossington Village Hall, Main Street, Knossington,
Leicestershire, LE15 8LT

Telephone number

01664 454674

Email

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).

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.

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

Knossington and Somerby Pre-School is a committee-run group and was registered in 2007. It operates from a village hall in Leicestershire. The pre-school serves the local area and has strong links with the local schools. The pre-school is accessible to all children and there is a fully enclosed area for outdoor play.

The pre-school is open each weekday from 9am to 12pm and on Wednesday from 9am to 3pm during school term times. Children are able to attend for a variety of sessions. A maximum of 20 children may attend the pre-school at any one time. There are currently 26 children attending who are within the Early Years Foundation Stage. The pre-school is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The pre-school provides funded early education for two-, three- and four-year-olds. The group supports children with special educational needs and/or disabilities.

The pre-school employs 6 members of childcare staff. Four of whom hold appropriate early years qualifications at Level 3 or above. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a secure knowledge of the Early Years Foundation Stage and are effective in supporting children's learning and development. Children are helped to feel valued and secure as staff know them well and value and recognise their individuality. As a result, children enjoy their play and learning and make good progress. Children's welfare is effectively promoted and the vast majority of policies, procedures and records are fully established and implemented effectively. The setting demonstrates a clear commitment to improve and has implemented systems to evaluate the provision and identify areas for improvement. However, these are not sufficiently established to help managers to implement a clear plan of action for continued development.

What steps need to be taken to improve provision further?

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

- extend current systems for self-evaluation and reflective practice to further identify strengths and priorities for improvement that will continue to improve the quality of provision for children.
- review systems to ensure written risk assessments cover anything with which a child may come into contact and consistently contain all of the necessary detail.

The effectiveness of leadership and management of the early years provision

Children are cared for in a safe, secure and welcoming environment. Staff assess and successfully limit risks on a daily basis through visual checks of the environment, equipment and resources. A small number of written risk assessments lack some of the necessary detail. This potentially means that children's welfare is not always fully protected, however, adult-to-child ratios are very well maintained and children are closely supervised by staff in order to promote their safety. Appropriate procedures for the recruitment and checking of new staff ensures that children are cared for by suitable, qualified adults. Ongoing staff appraisals, meetings and informal discussion help to ensure that any issues are identified and addressed quickly. In addition, staff are supported in attending relevant training opportunities to help build on their current knowledge and expertise. Children's welfare is effectively promoted as staff have a secure understanding and are aware of their responsibilities with regard to protecting children from abuse in accordance with the Statutory Framework for the Early Years Foundation Stage requirements. They have ready access to a comprehensive safeguarding policy to underpin their knowledge of the action to be taken in the event of any concerns about a child or an allegation of abuse. All of the relevant policies and procedures containing the necessary detail are in place.

The premises and resources are well organised to meet the needs of the children and the warm and welcoming staff help to ensure that children and their parents feel comfortable and confident in the setting. An effective key worker system enables staff to establish close working relationships with parents, who speak highly of the setting's welcoming and caring approach. A detailed exchange of information regarding children's specific needs is shared from the onset, helping them to settle quickly and ensuring their individual needs are met. Parents are kept fully informed of their child's care, welfare and learning through informal daily discussions and diaries, planned parents' evenings and access to children's individual records and files on request. Staff are experienced in working with other agencies and relevant professionals to support the identification and inclusion of children with special educational needs and/or disabilities. The setting is highly committed to working in partnership with others and has been proactive in establishing links with other early years providers, such as other nurseries and local schools. For example, from the beginning of a placement, staff talk to parents to determine whether their child attends any additional settings. This means that channels of communications between all partners involved with individual children can be opened at the earliest opportunity. As a result, children are provided with a consistent and coordinated service which successfully promotes their learning, development and welfare.

The capacity for continuous improvement is good. Managers and staff are secure and confident in their roles. They are enthusiastic, well motivated and work well as a team. Consequently, this helps to create a positive and enabling play and learning environment for children. All recommendations from the previous inspection have been successfully addressed and managers and staff have been proactive in responding to advice and support from other professionals and local

agencies, which has had a positive impact on the outcomes for children. Various systems for self-evaluation and reflection upon the provision and outcomes for children have begun to be implemented. This has enabled managers to begin to identify and address areas for further development. However, these systems are not yet sufficiently robust to inform a clear action plan in order to continue and build on current good practice.

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

Children play and learn in a stimulating environment, show a positive attitude to learning and are making very good progress across all areas of learning. Robust systems are in place to observe, check and record children's progress. The colourful and detailed learning journeys for children clearly illustrate and track their progress, identifying next steps for individuals. Planning is very effective, which means that children enjoy an extensive range of play and learning experiences not only across the six areas of learning, but that are also linked to their own specific interests and abilities. In addition, the effective use of space and the accessible and well-presented toys, resources and equipment mean that children have excellent opportunities to make independent choices and initiate their own play.

Children are actively encouraged to explore and learn about the natural world, how things grow and the world around them. They have frequent hands-on opportunities to plant and cultivate vegetable and fruit crops in the setting's allotment and enthusiastically talk about how they are going to prepare, cook and eat the potatoes that they have grown. Children's knowledge and understanding of the world is well promoted as differences are recognised and valued. For example, significant events are celebrated and children have good access to a wide selection of toys and resources reflecting diverse languages, lifestyles and practices. Staff's purposeful discussions and engagement with children help to develop their language for communication and encourage them to question and think critically as they play. All children are encouraged to contribute to discussion and become fully involved in the setting as the staff make time and allow them to share their news, ideas and thoughts at carpet time. Their creativity is effectively promoted as children have excellent access to a wide range of materials, tools and equipment in well-resourced creative areas. They enjoy listening to and moving to music as they listen to music CDs and enthusiastically join in with the words and actions of the familiar songs. Children also have opportunities to create their own sounds and music as they have easy access to a broad range of musical instruments.

Children have good access to an extensive range of books which they can use independently or share with friends or a staff member. Children and staff often enjoy taking part in group story time, for example, as they actively join together to re-tell a story, real life props are introduced by staff, which brings the story to life to the great delight of the children. Problem solving and counting activities are abound throughout the setting and staff make excellent use of spontaneous opportunities to promote children's learning. For example, they routinely count the pieces of fruit on their plates at snack time and encourage the children to solve simple number problems as they count, add together and take away the play

dough 'sausages' they have made.

Staff promote a caring atmosphere where children develop very positive relationships with their peers and staff. As a result, children feel safe and secure and are confident to approach adults. Realistic rules and the consistent management of unwanted behaviour mean that children understand what is expected of them and help them to form harmonious relationships with their friends, for example, taking it in turns with toys and equipment and being nice to each other. Children learn about their own and others' safety through purposeful quality experiences, for example, regularly talking about road safety when out walking and the correct way to use gardening tools in the allotment. Children's health is very well promoted as staff work closely with parents to ensure individual needs are recognised and met, and they effectively support children in learning how to keep themselves fit and well. Children are encouraged to be physically active and enjoy free-flow to the well-resourced outdoor play area. In addition, children take part in daily trips to the local recreational play area where they can run freely on the grass or jump and climb on the large play equipment. Staff consistently support children in following good hygiene procedures within their daily routines, such as, washing hands before eating and acknowledging their assistance as they help to ensure the table is clean before they help themselves to a healthy snack.

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	1
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	1
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	1
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

Annex B: the Childcare Register

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

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