

Kings Worthy Pre-School

Inspection report for early years provision

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Inspector

Lynn Reeves

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*.

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Description of the setting

Kingsworthy Pre-school re-registered in 2010 when it moved premises. It operates from a purpose-built building located within the children's centre on the Kingsworthy Primary School site. Children have access to dedicated play rooms and an enclosed outdoor play area. The pre-school is open Monday to Friday, term time only, from 8.30am to 3.15pm. Children may attend for a variety of sessions and the pre-school offers a lunch club. The pre-school is registered on the Early Years Register to care for a maximum of 32 children aged from two years. Currently there are 55 children on roll; of these, 35 are in receipt of funding for early education. The pre-school supports children with learning difficulties and/or disabilities and those who are learning English as an additional language. There are eight members of staff who work directly with the children, all of whom hold a relevant child care qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and well settled at the pre-school. The staff and management create an inclusive and welcoming environment and meet each child's individual needs well. Children enjoy worthwhile and interesting experiences and make good progress in their learning and development. The pre-school has strong partnerships with parents of children who attend, which ensures that staff are able to identify children's individual needs. Most policies and procedures are implemented effectively; however, there are some areas for development in health and safety practice. The setting has made a good start to developing their own systems of self-evaluation, which demonstrates the capacity for driving improvement to benefit the children.

What steps need to be taken to improve provision further?

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

- develop further the fire drill procedure to ensure that all children who attend know what to do in an emergency situation
- develop further the procedure for checking contents of lunch boxes to ensure that food storage methods are appropriate

The effectiveness of leadership and management of the early years provision

Children's welfare is promoted because the staff have a good understanding of the child protection procedures and know how to implement them effectively to safeguard the children. Recruitment and vetting procedures are in place to ensure all adults working with the children are suitable to do so. All staff have clear job descriptions and regular appraisals to identify their personal training needs. The premises are secure, ensuring that no unauthorised people can gain access to the pre-school. Risk assessments of the setting mean that children can move around in a safe, secure environment, where hazards have been minimised. Fire drills are completed; however, these are not being practised regularly enough to ensure that all children who attend gain an understanding of how to evacuate the building in an emergency.

The staff are all qualified, and have good knowledge of the Early Years Foundation Stage including the early learning goals; this ensures the children progress well in all areas of their learning. All staff complete observations and assessments and each child's key worker has a good knowledge of what children know and can do. They talk to parents about children's interests and progress as they share the children's learning journals. Staff support children appropriately and deploy themselves well. The manager and staff value every child as a unique individual and interact well with the children. They sit down on the floor and take part in the children's chosen activities, or stand back to let their play develop. Children quickly learn the daily routines and enthusiastically take part in the full range of activities provided. They move freely between the indoor and outside environments, making choices of activities and interacting well with both staff and their friends. The staff evaluate what works well within the setting and what the children get out of the activities provided. The systems they have in place help them to identify their own strengths and priorities and areas that may still need developing.

The pre-school is light, bright, colourful and very welcoming to both children and their parents. Examples of children's artwork and creations are displayed, developing their sense of belonging and achievement. All children have access to a wide range of resources and materials that are suitable for their age and stage of development. The equipment is stored at a low level and clearly labelled to encourage the children to make their own choices and access additional resources as they need them.

Staff demonstrate awareness and have a good understanding of equality and diversity, enabling them to provide a service which is inclusive for all. The setting communicates well with all parents, enabling them to work together in partnership. Parents are provided with information displayed on a notice board and through the prospectus, policies and regular newsletters. They are encouraged to become parent helpers and are offered termly meetings with their child's key worker. Good settling-in procedures are in place. The parents can stay with their child until they feel ready to leave them and home links books are introduced to help with sharing information. The manager and key workers make themselves available to talk to

parents and further information is exchanged at handover time. Management and staff work hard to foster good relationships with parents, schools and other professionals who may be involved with the care of some of the children.

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

Children are making good progress in their learning and development because the setting is well organised and supportive of their growing independence and development. They happily move from one activity to another initiating their own play. Children are enthusiastic. They build a water channel with guttering; they work out how to make their boats float along by filling containers and tipping water in at one end. They quickly run to the other end and watch the boats fall into the water tray. Children use a good range of tools competently and safely, as they cut and stick to make images of themselves. They look in the mirror to see their own reflection and then use a range of media and collage materials to stick on hair, eyes, a nose and mouth. They are developing mathematical concepts as they count how many eyes they have and talk about positioning as they place the pieces on the paper. They confidently count how many children are sitting around the snack table, and start to work out how many pieces of fruit or crackers will be needed for everyone.

Staff deployment is good and staff extend children's language and thinking by asking them open-ended questions. All the adults speak very respectfully to the children, explaining clearly and carefully what is required of them, and encouraging politeness and good manners in return. Children like to be helpers at snack time, cutting up fruit and cheese and helping with the washing up. This develops their skills for the future. Children are starting to learn to link sounds and letters by finding their names on arrival, and attempt to write their names on their work. There is a calm atmosphere and children remain busy. They demonstrate high levels of independence; even the youngest follow routines such as washing and drying their hands and serving themselves at snack time. Children with additional needs or those who speak English as an additional language are identified and well supported both within the setting and by calling upon external professional help.

Children build positive attitudes to learning, by enthusiastically engaging with the equipment and resources which they use imaginatively and experimentally. For example, they laugh with excitement as they play with the puppets and put on their own shows. They talk about the characters, and name the animals and the noises they make. Others enjoy playing with the small world people or pushing the trains around the tracks. Some like to sit quietly completing puzzles or looking at books, and others enjoy painting and drawing pictures. Children have opportunities to play on the computer, using the mouse to change the programmes, and can access a range of programmable toys and musical instruments. Children laugh and squeal as they find a huge spider running across the carpet. As a member of staff collects it in a plastic container, the children quickly go and find the magnifying glasses to look at it closely before it is let loose on the garden tree.

Children are developing good self care skills as they attempt to put on their own coats, shoes and aprons. Children's small muscle skills are being developed alongside their eye-to-hand co-ordination when using small tools, such as, scissors, paint brushes, glue sticks, wooden spoons and cutters. Emphasis is placed on children's physical development as they enjoy balancing and climbing on the frame, jumping on the trampette, or pedalling the tricycles, being careful not to bump into their friends. Festivals, both traditional and world wide, are celebrated with food, music and artwork throughout the year.

Children are aided in keeping themselves safe and healthy. They understand the need to wash their hands after messy play or using the toilet, and they take and use a tissue when needed. Children talk about the germs on their hands and why they need to wash them before eating their snacks, and talk about the good things they like to eat. Lunch times are very sociable as the children sit with their friends and happily chat to one another. However, the contents of the lunch boxes sent from home by the parents are not checked to see if anything needs to be refrigerated and these could potentially be left in a warm place for several hours.

Staff regularly model behaviour, for example, demonstrating what might happen if they leave their chair out instead of tucking it under the table and making children think about the consequences of their actions. The children take part in activities that teach them about road safety issues and stranger danger. Children enjoy their time at pre-school, building warm and friendly relationships with one another as well as the adults around them. The consistent rules and boundaries implemented by staff are effective and children learn the sound basics of good behaviour by being reminded of the group's rules. The children are confident and articulate, able to express their needs and feelings, and ask questions. They are able to direct their own learning, experimenting and solving problems as they use the resources and interact with their surroundings.

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	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

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