

Kenton Pre-school

Inspection report for early years provision

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Inspection date	20/09/2011
Inspector	Heather Morgan

Setting address	The Victory Hall, Kenton, Exeter, Devon, EX6 8JA
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Telephone number	01626 891770
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Email	
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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).

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

Kenton Pre-school is a committee-run pre-school, which operates from the Victory Hall in Kenton, Devon. It was first registered in 1992. The pre-school has the use of the main hall, with adjoining toilet and kitchen facilities. On Fridays they use the committee room on the lower ground floor.

The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It provides care for up to 24 children aged between two and the end of the early years age range, at any one time. It is open on weekdays during school term times between 9.30am and 12 noon on Tuesdays and Fridays, between 9.30am 12.30pm on Mondays and Wednesdays and between 9.30am and 3.00pm on Thursdays. On Tuesdays in the summer term, older children may stay for a packed lunch, then walk to school for the afternoon session, which lasts from 1.00pm to 3.30pm. There are currently 11 children on roll. The pre-school receives funding for the provision of free early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities.

The pre-school employs three members of staff, one of whom holds an appropriate childcare qualification. All three members of staff are currently working towards additional qualifications at levels 2, 3 and 4. A volunteer also works regularly with the children, and the staff are supported by an administrator.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The pre-school is highly effective in ensuring that children's welfare, learning and development is nurtured to a consistently high standard. Overall, the procedures for assessing children's development enable staff to deliver a rich variety of activities that promote children's rapid progress. Exemplary partnerships with parents and the local school underpin the excellent pre-school provision. This ensures that each child's individual needs are met and they are supported extremely well in their transition to school. Excellent systems are in place to ensure the safety and security of the children. The staff, parents and committee work extremely well together to continuously drive improvements that have a very positive impact on outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further the opportunities to incorporate information about the children's learning at home into their development records.

The effectiveness of leadership and management of the early years provision

The pre-school gives utmost priority to ensuring the safety and security of the children. Rigorous procedures are in place to ensure the suitability of those working with the children and extra care is taken to develop policies that respond to the changing environment of modern living. For example, staff are developing policies to address issues arising from the increasing use of social networks. Excellent care is taken to ensure the safety of the shared premises as staff prepare the hall for children's arrival each day. A comprehensive assessment of risks associated with the premises and activities offered underpins these daily checks.

Sessions are well managed by a team of skilled staff, volunteers and parent helpers. All adults are deployed effectively to support children's play and have a clear understanding of their role in encouraging children's development and progress. They have high expectations of the children and use techniques such as open-ended questioning to encourage children's independent thinking. Children's learning is significantly enhanced by the sensitive interaction of caring adults. Clear and well-presented records of children's achievements help to drive the planning of a rich and varied range of activities that are tailored specifically to the individual needs of each of the children. Parents regularly exchange valuable information regarding their children's learning at home and this is used to shape the activities they are offered at pre-school. At present, this information is not clearly documented within the records of children's achievements.

The staff, parents and committee have a really strong commitment to improvement and work exceptionally well together to promote children's learning and development experiences. Thoughtful evaluation of the provision incorporates the views of staff, parents and children and is used to develop focused action plans that drive continuous improvement. For example, the pre-school are currently looking for ways to further enhance children's opportunities to learn in the outdoor environment and to broaden their technological experiences.

Staff work exceptionally hard to create a welcoming and stimulating environment as they set activities up at the beginning of each session. Their extensive range of interesting resources is presented attractively and children confidently make their own selections from low level storage units. Careful organisation ensures that staff are deployed effectively to support children's individual play choices both indoors and outdoors.

Children use a range of resources that promote positive images of a diverse society. This, along with opportunities to experience a wide range of different festivals and celebrations helps them to develop an awareness of a more culturally diverse society than they experience within their local community.

Staff know the children very well and are highly skilled at adapting activities to

ensure that individual and groups of children are given optimum opportunities to achieve their full potential. For example, staff liaise with other professionals to assist them in supporting children with additional needs, they provide opportunities for learning outdoors in each area of the curriculum in order to fully engage the boys in the group and they adapt their routines and activities to reflect the different needs of the younger children attending.

Exemplary partnerships with parents are a key strength of this pre-school and underpin the excellent work they do in meeting children's needs and providing individually tailored activities. For example, children who enjoy particular types of role play at home, such as super hero play, are provided with challenging opportunities to develop their role play at pre-school. Staff work very closely with the local school and well-established, regular sessions at the school are highly effective in supporting children's transition. Parents report that this is particularly valuable for the children that transfer to school soon after their fourth birthday.

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

Children benefit from the wealth of exciting learning opportunities that are carefully planned for them by the highly motivated and enthusiastic team of staff. They develop an excellent awareness and understanding of different aspects of a healthy lifestyle. For example, they enjoy exploring the effects that physical exercise has on their bodies and they help to prepare nutritious snacks, such as home-made soup. They have a well-developed awareness of the importance of keeping themselves safe and spontaneously remind one another of safety rules. For example, they take action, when they notice that there are four children playing on the climbing frame and explain that it is not safe for more than three children to play on this piece of equipment at any one time as they may bump into each other and hurt themselves. They use tools such as sharp knives very carefully, when preparing vegetables for their soup and discuss with one another, the need to handle them carefully so they do not cut themselves.

Children's behaviour is exemplary. They respond well to the high expectations the staff have of them and willingly participate in daily routines, such as tidying away resources when they have finished with them. They develop close relationships with one another and often choose to play with a particular friend. Children demonstrate a well-developed sensitivity to others and to the natural world. For example, they show concern when they notice that a spider has been disturbed and its web broken.

Children are confident, self-assured and highly skilled at initiating their own play. They concentrate and persevere with tasks for extended periods of time, exploring the wide range of resources available to them. For example, they investigate how similar quantities of water behave when transferred between different shaped vessels, they undertake experiments, that they devise themselves to work out if circular shapes will still roll if the circle is damaged and they explore the different textures, shapes and colours of a range of recyclable and craft materials.

Children are equally well motivated to join adult-led activities and enthusiastically participate in group story and singing sessions, or develop their awareness of mathematical concepts by counting, sorting, comparing and sequencing different coloured and shaped objects. They are highly motivated to learn by the enthusiastic team of staff and parent helpers who challenge and support their learning very effectively. They benefit enormously from the excellent partnership between their parents and the pre-school, because staff know and understand them very well. This enables the staff to tailor learning experiences for each child and build on what they already know and can do. For example, many children have extensive opportunities to access computers at home to develop their understanding of technology. The pre-school are aware of this and, although they do provide experiences for the children to use computers, cameras and camcorders, they give greater emphasis to other learning experiences that complement children's learning at home.

Children visit their local school regularly during the term before their transfer. These well-established procedures provide excellent opportunities for them to participate in interesting and challenging activities whilst getting to know the school staff and premises. The individually tailored activities and conscientious, highly skilled staff team have an extremely positive impact on children's development and support them in making very rapid progress in their learning. Together with the excellent partnerships with parents and the local school, this ensures that children gain an excellent foundation on which to build their future learning skills.

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

The quality of the provision in the Early Years Foundation Stage	1
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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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