

Kingsmead Pre School

Inspection report for early years provision

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Inspector

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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.

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

Kingsmead Pre-school is a registered charity and is run by a committee. It was opened in 1991 and operates from a single storey building in Hertford. There is a fully enclosed outdoor area.

The pre-school is open four days a week term time only from 9am to 11.30am, Monday to Thursday. A lunch club operates from 11.30am to 1.30pm for children who attend the pre-school and Wheatcroft school nursery.

The pre-school is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. A maximum of 26 children aged two to eight years may attend at any one time. There are currently 15 children on roll. The pre-school is funded to provide free nursery education to children aged three and four years. There are five members of staff, all of whom hold relevant early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The manager and staff team support children's learning well and they are making good progress in their development. Staff meet the individual needs of the children through the high quality provision on offer and by working positively with parents.

The staff team work very well together with great enthusiasm. Overall, staff have capacity to self-evaluate the practice with children and work towards continuous improvement for their benefit.

What steps need to be taken to improve provision further?

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

- ensure that all records are accessible and available for inspection at all times (Documentation).
- 29/09/2011

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

- extend self-evaluation in order to identify more accurately where systems need improvement to better meet children's individual needs
- enable links with schools to be enhanced to support children's smooth transition from the setting to school.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a good understanding of procedures to protect children in their care. They are aware of the signs and symptoms of abuse and who to contact should they have concerns. Staff are vigilant in carrying out regular risk assessments and daily safety checks to monitor that children are safe in all areas of the pre-school. Some information and documentation was not accessible and available at the time of inspection. This is a breach of requirement of the Early Years Foundation Stage.

Staff are knowledgeable about the Early Years Foundation Stage and use this to support children in their learning. As a result the children are able to thrive and make good progress towards the early learning goals. The environment is well organised and accessible to children. This allows children to move safely around the setting and to play in areas of their choice both inside and outdoors. Good quality play resources are freely accessible, helping children to make independent choices.

The experienced manager has a clear vision for the pre-school, effectively sharing ambition with the staff to implement some improvements. However, in order to further enhance the quality of care and education to meet individual children's needs the process of self-evaluation needs to be extended.

Partnerships with parents and carers are good. The pre-school is committed to involving parents in children's learning and development by encouraging them to volunteer within the pre-school on a rota basis. Parents are provided with purposeful information on display boards inside the pre-school. Parents speak warmly of the staff, commenting how caring and approachable they are, which assists in developing strong partnerships.

Staff actively promote equality and diversity within the pre-school. They ensure all children are included and involved in the activities, taking into account their individual interests and developmental needs. The manager has made some links with schools. However, this has not yet been fully established to support children's transitions to school.

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

The pre-school provides a good start to children's learning and play experiences. The high priority placed on children's welfare and personal development means that children soon feel secure and settle in quickly. As a result, children make good progress towards the early learning goals and clearly enjoy their time in pre-school.

The planning is flexible, responding to children's individual interests, starting point and capabilities. Staff make good use of regular observations to plan for individual children's next steps in all required six areas of learning.

Children are making good progress in their communication, language and literacy development. Staff are skilled at supporting children's communication skills and use small group story and singing sessions daily to encourage and further promote children's language skills. Children have good access to information and communication technology to support their learning. This contributes effectively in helping children acquire appropriate skills for their future lives. Children develop their numeracy skills through practical activities, such as counting the number of children present at daily registration. Wall displays of different colours and numbers promote children's recognition.

Children's emotional well-being is exceptionally well nurtured by the warm and purposeful interaction of staff. Staff are good role models and apply consistent boundaries thus assisting children in developing an excellent understanding of positive behaviour. Children are well behaved, taking turns and demonstrating respect for each other. Children contribute to the welfare of others by helping to tidy away at the end of the session.

Children develop a good understanding of healthy lifestyles as staff encourage parents to provide healthy and nutritious snacks. Children have access to fresh drinking water which they can help themselves to when they are thirsty. Children benefit from regular fresh air and exercise during outdoor play. They confidently use a range of outdoor equipment to jump, climb, run and balance, developing their large muscles and coordination skills. Snack time provides an opportunity for children to develop independence as they are effectively supported to prepare their own snack and pour their own drinks. Children are developing an understanding of the importance of personal hygiene as they are encouraged to wash their hands before eating and after using the toilet.

Children learn about safety through regular fire evacuation practise. In addition, children safely use a range of utensils and resources supported by attentive staff.

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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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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