

# Kingsdown Pre-School

Inspection report for early years provision

---

**Unique reference number** 127307  
**Inspection date** 05/10/2011  
**Inspector** Margaret Travers

**Setting address** Village Hall, Upper Street, Kingsdown, DEAL, Kent, CT14 8BJ  
**Telephone number** 07968 263 185  
**Email** [info@kingsdownpreschool.org.uk](mailto:info@kingsdownpreschool.org.uk)  
**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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://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

Kingsdown Pre-School opened in 1976. It operates from the village hall in Kingsdown village, near Deal. The pre-school has access to two rooms, toilets and a kitchen. All children share access to a secure enclosed outdoor play area. The pre-school serves the local area. It opens five days a week during term time. Sessions are from 9.15am to 12.15pm every day. On a Monday, Wednesday, Thursday and Friday a lunch club operates to 1pm. On Tuesdays a parent and toddler group operates from 1pm until 2.30pm. The provision is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. A maximum of 27 children may attend the pre-school at any one time. There are currently 39 children aged from two years to under five years on roll. The pre-school receives funding for providing free early education for all children aged three and four years, and for eligible two-year-olds. The pre-school supports children with special educational needs and/or disabilities as well as those who learn English as an additional language. There are nine members of staff employed to work with the children. Of these, seven staff, including the managers, hold appropriate 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 good.

The pre-school welcomes all families and the children enjoy their time in the relaxed and happy atmosphere created. The friendly staff team checks that children's welfare is safeguarded well and individual needs are met effectively. Children make good progress in their learning using generally well planned learning environments. An effective key worker system is implemented so that inclusive practice is fostered successfully. Generally, positive partnerships with parents effectively enhance the quality of children's care and development. The committee and pre-school supervisors work well together demonstrating a good capacity for ongoing improvement.

## What steps need to be taken to improve provision further?

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

- taking a more consistent approach in using the key person system to record parents' knowledge of their children's interests and favourite activities from home
- improve learning environments further by broadening those outdoors to include natural objects and some for problem solving; indoors, by finding further ways to value children's creations.

## **The effectiveness of leadership and management of the early years provision**

Arrangements for safeguarding are sufficiently robust and children are protected well. All staff are trained effectively to recognise any child who may be at risk of harm. Children's safety and security is a high priority; they complete regular safety checks daily and a risk assessment is undertaken. This good practice, coupled with an entry phone system and bolted gates, allows children to play in secure, safe premises. Effective employment procedures, including checking that staff are suitable to work with young children, are in place.

Staff are actively supported to develop their knowledge and skills through useful staff meetings and by attending external training courses. Supervisors and the pre-school committee involve all members of the knowledgeable staff team in effective self-evaluation. This leads to driving ongoing improvement such as fundraising to improve outdoor safety surfaces and resources.

A well-organised system enables staff to know children very well overall, and, therefore, to extend learning and development. Sometimes, knowledge of new children's interests and favourite activities from home is not noted fully prior to them starting, as part of this 'key person' system, however. This may lead to delay on entry in quickly establishing what children already know and can do.

Children demonstrate clear enjoyment in the environment. Their uniqueness is recognised by the nursery staff who are fully aware of each child's home background. Resources and activities reflect these varying backgrounds well. The environment is planned thoughtfully overall in all areas, to be generally consistent with children's interests and abilities; this results in positive opportunities that motivate and encourage every child.

Effective parental partnership systems are in place. Regular newsletters, daily updates, and useful downloadable information on the well-presented website are provided for parents. Parents are encouraged to contribute often to their children's development records, as well as provide suggestions through a post box in the entrance hall. They have the opportunity to attend regular parents' evenings to find out more about their children's progress.

Children feel part of the village community as they take turns frequently to accompany staff and buy milk at the local shop. There is a commitment to sustainability as children use recycled household materials to make models, and learn how to grow vegetables such as beans in cooking. Excellent fund raising events are organised by the pre-school committee, and children and parents take part in community events such as the village carnival. Wider partnerships support children well in making the transition to primary school. Teaching staff from the local school visit the pre-school children and read them stories. Staff make every effort to liaise with other settings and schools as necessary, and share development records where appropriate.

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

Staff use the Early Years Foundation Stage guidance well to provide children with opportunities to extend their learning and development. Children really enjoy their time in the pre-school. They become excited as they organise their own drinks and snacks or tell staff about their pictures and paintings. The staff assess children's abilities effectively, and use good observations well to support pace and progress in learning. Children use a wide range of appropriate resources such as jigsaws, books and construction games. There are few natural materials, however, or resources that encourage critical thinking skills and problem solving in the outdoor area, to support those children who learn better when outside.

Staff ask children about their likes and dislikes, and what songs they would like to sing. They discuss with children their ideas for building models and printing patterns. Staff further extend learning through using good questioning techniques during 'story time', so that children have to think about answers. The easy access to toys and activities, many displayed in low-level transparent containers, encourage children to be independent and make choices. Staff promote self help skills as they encourage children to prepare their own snacks and put on aprons. They praise and encourage children's creations, so helping them feel good about themselves and their abilities. They do not do all possible to help children see these creations as something unique and valuable, however. Children get on well with their peers and adults, which is reflected in a high standard of behaviour. Children benefit from the well-organised, safe environment where they feel confident in exploring their surroundings. Both inside and outdoors, they know there are adults they trust at hand. Children show through their body language that they feel confident, safe and secure, for example, when practising cycling around the outdoor area. Well-established routines and children's response to warm, caring adults supports their feelings of safety and wellbeing.

Children are developing a good understanding of how to keep themselves healthy. They enjoy healthy snacks of fresh fruit, which they help prepare. They discuss their favourite healthy foods and the reasons why it is important to wash their hands before lunchtime. To keep fit and healthy and develop physical skills well, children take part in a variety of enjoyable activities with balls and hoops. Indoors they use a large climbing frame with confidence and a good awareness of safety, counting how many children are allowed to use it.

Children help clear away their games, puzzles and activities willingly. They are encouraged to consider the needs of others as they take turns to share dough cutters. Staff are good role models and encourage children to say 'thank you' and be polite. This helps children learn to respect, care and make a positive contribution within the pre-school.

Children apply the skills they are learning well. They use technical toys, listen attentively and join in with stories, and learn to count how many children present that day. They enjoy pretend play and develop creative thinking skills indoors through self-initiated craft activities. All planning is up to date and is consistent

with children's individual needs. Staff make regular observations on each child and use this information to develop interesting activities to challenge children further. The experiences and routines for all children contribute towards children developing the necessary skills for their future learning and development.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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](http://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