

Kings Road Pre School

Inspection report for early years provision

Unique reference number EY355558
Inspection date 18/10/2011
Inspector Amanda Shedden

Setting address Wessex Province United Reformed Church, Kings Road,
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Type of setting Childcare - Non-Domestic

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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

Kings Road Pre-school is a privately owned pre-school. It opened under new ownership in 2007 and operates from various rooms in a church building in the Chandler's Ford area of Hampshire. It serves the local area. A maximum of 26 children may attend the pre-school at any one time. There are currently 33 children on roll, 27 of whom receive funding for early education.

The pre-school is open during school terms, from 9:00am to 1:00pm each weekday, and from 12:30pm to 3:00pm on Monday and Wednesday afternoons. All children share access to an outdoor play area, which is closely supervised when in use. Children come from a wide catchment area and are able to attend for a variety of sessions. The setting is able to support a number of children with learning difficulties and/or disabilities and also children who speak English as an additional language. The pre-school is registered on the Early Years Register, compulsory and voluntary parts of the Childcare Register.

Five staff work at the pre-school four of whom are level 3 and one member of staff is undertaking level 3 training.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy and make good progress at the pre-school. Staff know the children well and are consistent in offering activities that enhance the children's learning. The inclusive environment ensures that all children have access to the resources that are out each day whatever their abilities may be. However access to the outside play and their opportunities to become independent are at times limited. Through self-evaluation the pre-school is continuously making improvements which benefit the children.

What steps need to be taken to improve provision further?

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

- improve the link between the indoor and outdoor environments so children can move freely between them
- provide children with increased access to the full range of resources for play
- support children's independence at snack time.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded at the pre-school. All staff have undertaken training and are fully aware of the procedures to follow if they had a concern about a child. Risk assessments are in place and used effectively to ensure that the environment and resources are safe for the children to access. Children experience the evacuation procedure to ensure they would know what to do if an evacuation was necessary. Robust recruitment procedures are in place to ensure all adults working in the pre-school are suitable. Effective induction procedures are in place to ensure that new staff, parent volunteers and students are aware of their role.

Staff work well as a team and are committed to improving outcomes for children. They have made alterations to their practise following recommendations from the last inspection. For instance all adults are now able to identify areas of progression for each child. Through self-evaluation they have created an action plan to develop the pre-school further. They have a clear vision to their next set of goals to ensure the children continue to receive a good level of care and education. This demonstrates that the pre-school have the capacity and commitment to maintaining continuous improvement.

This is a fully inclusive pre-school where all children are treated as individuals. Those who have special educational needs and/or disabilities are well supported. The staff work closely with the parents and other agencies to ensure that their needs are effectively met. Staff make adjustments to the resources and plan to ensure that all children can access the activities that are on offer that day.

Staff work hard to overcome the many disadvantages of using a shared provision. They set up good learning environments both indoors and outside each day ensuring that the children have access to a wide range of suitable resources and activities that promote their learning. The resources that are put out each day reflect the children's interests that the staff have previously observed. However, at times the children's choice of resources and access to the outdoors is limited.

Partnership with other agencies and other Early Years providers is good. They liaise with other providers of the Early Years Foundation Stage including childminder's and other pre-schools and the local school to promote children's achievements and well-being.

Partnership with parents is strength of the group. Parents value the care and education their children are receiving. They are fully aware of the early learning goals, the observations kept on their child and the progress their child is making. Parents are aware that they may speak to the staff and see their child's records at any time. This is in addition to the three meetings annually at which their child's individual next steps are discussed. Parents are given opportunities to become further involved in the pre-school; they are invited to sign up to the parent rota and participate in for instance activity weeks to involve them more in their child's

learning.

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

Children enjoy their sessions at the pre-school. They eagerly participate in a good range of stimulating activities that cover the six areas of learning well. These incorporate children's interests, which staff identify through accurate observations and discussion with the children. All this contributes to children making good progress overall in their learning.

All staff are skilled at interacting with the children to promote learning through their play. They know the children well enabling them to ask open-ended questions that support children to problem solving by using their own thoughts, ideas and knowledge. For instance a large pumpkin was placed on the craft table and children recreated their image of a pumpkin using different resources, some drew a pumpkin and coloured it in others using collage materials to complete their pictures. The positive and encouraging interaction ensures that the children used their own ideas and thoughts. Staff are fully aware of the early learning goals and how children learn. The observations that are taken on the children enable staff to evaluate their successes. They plan further activities that interest the children and support their learning. A combination of written observations and photographs build an informative record for the individual child which is shared with the parents.

Children feel safe; they are comfortable and confident. They know the rules and routines of the pre-school responding positively to any reminders to share or take turns. Children remind each other of rules such as not reaching up to the hatch and they help each other for instance in managing the tape dispenser. They are happy to interact with the staff and other children.

Their behaviour is very good. Children show consideration for each other as they share and take turns and pass resources and materials to each other. They are aware that some children need extra help on the stairs and not to push or be rough with them. They know to use their 'listening ears' when adults are talking to them.

Children are learning about being healthy. They are aware of the need to wash their hands at appropriate times. Each day they access the outdoors. They recognise when they are thirsty and access drinks. They talk confidently about the different foods that are on offer at snack time. They are becoming independent in some of their self-care skills such as using the bathroom. However it is not consistent as at snack time children are not encouraged to pour their own drinks or serve their own food.

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	3

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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

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