

Little Kites Pre-School Playgroup

Inspection report for early years provision

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Inspector

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Setting address

Cotgrave Candleby Lane School, Candleby Lane, Cotgrave,
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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

Little Kites Pre-School playgroup is a committee-run provision. It operates from the pre-school room situated within Candleby Lane Primary School in Cotgrave, Nottinghamshire. Children are cared for in one large room with an adjoining kitchen and their own toilet facilities. The provision has a fully enclosed outdoor play area. The provision is open each week day during school term times from 9am to 11.30am and from 1pm to 3.15pm with a lunch club from 11.30 to 13.00. Children may attend part or full days with the option of staying over the lunch time period.

A maximum of 26 children may attend the setting at any one time. There are currently 80 children attending who are within the early years age range. This provision is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The pre-school is in receipt of funding for the provision of free early education.

Children attending come from the local and wider community. The provision currently supports children with learning difficulties. The provision employs eight permanent members of staff to work with the children. Of these, six, hold early years qualifications. The setting receives support from the early years support team from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a good working knowledge of the Early Years Foundation Stage and how children develop. Children settle well in the pre-school and receive good levels of care because the staff work closely with individual children and their families. Good systems are in place to ensure that all children's individual needs are successfully met. Management are generally clear on their roles and responsibilities. Partnerships between the pre-school, the school, other agencies and parents ensure individual children's needs are met well. Staff evaluate their provision reasonably well and the pre-school demonstrates the capacity to make continuous improvement.

What steps need to be taken to improve provision further?

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

- develop a clear understanding of roles and responsibilities to ensure systems are maintained efficiently
- develop evaluation systems to ensure that the quality of children's learning, development and care continues to improve.

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively as staff are fully aware of the procedures to follow should they have any concerns about children in their care. All staff are checked for their suitability to work with children, helping to ensure children are safe. Existing injuries and accident and medication records are kept accurately. Risk assessments are completed on a daily basis and hazards are identified. The premises is secure, and clear procedures are in place to ensure children are safe both inside and outside the building. Staff ensure the children leave with people who are known or have been given a password by parents so children are safeguarded. Staff with new roles and responsibilities are adjusting to them, which means that sometimes systems are not maintained efficiently. Staff currently employed are enthusiastic, dedicated and most hold childcare qualifications.

Furniture, equipment and resources are of a high quality, suitable for the ages of the children and help support learning and development. The environment is managed well and the accommodation is suited for its purpose. Children freely access a good variety of resources to support their interests and learning. The outdoor area is particularly well resourced and imaginatively laid out. This enhances children's development well. Staff have a good awareness regarding equality and diversity, and they ensure that all children are supported and that their individual needs are met. Children with special educational needs are offered good support. The key person system works effectively and staff know their children and families well. This helps to improve the outcomes for children.

There is a good partnership with parents. They received good information about their child's day through daily verbal exchange of information. There is detailed information on notice boards for parents. Parents are kept well informed about their children's development through termly information about their progress. Parents are encouraged to contribute to the assessments so staff have an overall picture of children's development. Parents' comments are positive about the setting, the staff and the care that is provided. There are good links with other agencies and professionals to provide continuity of care.

All the recommendations from the last inspection have been successfully addressed to help improve the learning outcomes for children. Staff are starting to evaluate their practice and they are supported very well by the local authority. At present they receive a lot of support and when they identify areas for improvement they act on these. However, the system is not sufficiently embedded in their practice to ensure its continued effectiveness.

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

Children are making good progress in their learning and development. The quality of the learning opportunities in the pre-school is improving and provides children with good experiences. There are systems in place to record individual learning effectively and staff are developing their skills well in supporting all children's learning. Children thoroughly enjoy their time at the pre-school and are happy, confident and absorbed in the activities on offer. They leave their parents and carers happily and new children are very well supported to settle in quickly. The outside area is particularly effective in providing children with challenging and stimulating activities. Staff support children in testing the different sounds that materials make. Detailed observations, assessments and planning of activities help staff clearly identify children's next steps and interests.

Children are very well behaved and respond to staff requests very well. They are learning social skills, co-operating with each other and understanding that other people have wishes. Staff help children to achieve by supporting their play. Children build towers and create playdough faces, for example, developing their imaginations and co-ordination well. Older children are helped to prepare for the next stage in their education by learning to recognise numbers. Staff use numbers naturally when children play by counting steps with them. Children talk about their own lives and what has happened to them and recognise daily routines. Consequently, they are successfully developing their knowledge and understanding of their own world. Children learn about diversity at the pre-school and have access to a selection of resources to learn about other cultures. They celebrate children's own birthdays enthusiastically, singing 'Happy Birthday' and talking about their parties. Staff are aware of the importance of getting children outside in the fresh air and give them good opportunities to develop their co-ordination and exercise their muscles. Children enjoy moving to music, developing their physical skills well. Children's musical skills are supported well. They sing well-known songs such as, 'The Wheels On The Bus' and learn to create their own sounds.

Children learn about healthy eating as they are provided with snacks such as toast, apples and bananas. Those who stay to the lunch club have the chance to have well balanced school meals. Children help themselves to their own water bottles. Children follow routines of hand washing after using the toilet and cleansing their hands before eating. This helps them learn about good hygiene practice. Daily opportunities for exercise are available in the outside area where children develop skills climbing and balancing. The outdoor area is an important part of pre-school life and children have many opportunities during the day to go outside where learning is extended.

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

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