

Kymbrook Pre-school

Inspection report for early years provision

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Inspector Fiona Robinson

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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

Kymbrook Pre-School was registered in 1997. It operates from a mobile classroom within the grounds of Kymbrook Lower School in the village of Keysoe, near Bedford, in Bedfordshire. All children share access to a securely enclosed outdoor play area and have the use of the playground and outdoor environment of the school. It is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The pre-school has provision for children with special educational needs and/or disabilities, and those who speak English as an additional language.

The pre-school may care for no more than 22 children aged between two and eight years, of whom no more than 22 may be in the early years age group and of these, none may be under two years at any one time. Currently there are 43 children on roll, of whom 18 are in the early years age group, and of these three receiving funding. There are 25 children aged between five and eight years. Children may attend up to the age of nine years. The pre-school is open each weekday from 9am to 3pm, during term time only. Before and after school sessions run from 8am to 9am and from 3pm to 6pm, term time only. A holiday club runs from 8.30am to 5pm during the school holidays. Children come from the surrounding rural area and attend for a variety of the sessions on offer.

There are five members of staff and on bank staff who work with the children on a flexible rota basis. Of these, one holds a National Vocational Qualification (NVQ) at level 4; three hold NVQs at level 3, one of whom is working towards a Foundation Degree in Childcare Education; and one holds a NVQ at level 2 and is working towards a NVQ at level 3, another holds level 1 working towards level 2. The pre-school receives support from the advisory teacher from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children eagerly participate in a wide range of activities and achieve well. Staff are very effective at promoting the children's welfare and ensure they are fully included in activities. Partnerships with parents, the host school and outside agencies are outstanding because information and support is shared very effectively. The manager and staff have a clear knowledge of the pre-school's strengths and areas for improvement, such as the development of the environmental area. There is a good record of continuous improvement and it is well placed to develop in the future.

What steps need to be taken to improve provision further?

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

- develop the use of information and communication technology resources in

- activities to further support children's learning and development
- develop more problem solving experiences in the outdoor environment.

The effectiveness of leadership and management of the early years provision

Children's safety is promoted exceptionally well because staff have an outstanding awareness of safeguarding and child protection procedures. The premises are very secure and risk assessments are carried out regularly to ensure the indoor and outdoor areas are kept safe. Staff, parents and carers are familiar with the rigorous procedures for the collection of children. Comprehensive policies and procedures are fully implemented to ensure children's safety. Staff practise fire drills with the children so that they are familiar with the procedures for evacuating the building in an emergency. Robust recruitment and vetting procedures ensure that adults working with or having contact with the children are highly suitable. Children play with a wide range of resources that are well-maintained and highly suitable for their age.

The pre-school is well-led and managed. The manager and staff meet regularly as a team to discuss planning, assessment and areas for improvement. Continuous reflective discussion takes place on further development. Staff have been considering how to improve part of the outdoor area further to include an outdoor sensory and environmental area in which the children can explore and play. Currently, the outdoor space does not provide enough challenge for children to investigate and solve problems and this impacts on the development of these skills. Planning indicates that opportunities are missed to make the fullest use of technology, such as computers and digital cameras, in activities. There is excellent involvement of children in daily routines and activities because staff promote equality and diversity extremely well. They provide excellent support for children with special educational needs and/or disabilities, so that they make similar progress to their peers. Effective use is made of a good range of resources to meet most of the needs of the children. Activities are regularly monitored and challenging targets are set for the children so they achieve well. Staff appraisals are held regularly and continuous professional development is valued.

Partnerships with parents and carers, the host school, the community and a range of outside agencies are outstanding. Parents are kept fully informed of special events and activities, such as the Easter egg hunt, sports day and Nativity performance, through informal discussions, newsletters and the parents' notice board. Key staff meet termly with parents and carers to discuss children's achievement and progress. They are kept fully informed of their children's achievement and progress and value opportunities to view their learning journeys with staff. Parents are very supportive of fundraising activities, such as sponsored walks. There are excellent links with the host school. Staff liaise extremely well with school staff so that all children's needs are met. The pre-school has the use of the school hall and its outdoor environment, thus extending children's opportunities and activities. There are outstanding partnerships with outside agencies that help staff to support the needs of children. Staff and children are also fully involved with community events, such as the village show and garden

show.

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

Children at the pre-school benefit from a stimulating range of activities that help them to achieve well. Staff value their ideas and interests and include these in their planning. They regularly monitor the children's achievements and progress and skilfully use the information to plan their next steps in learning. Themes, such as 'myself' and 'winter' result in colourful displays which celebrate children's achievements. Children behave extremely well because staff have a consistent approach to managing behaviour. They build excellent relationships with staff and respect the rules and boundaries. Children become extremely confident as they receive praise and encouragement from staff. They learn to share their toys with one another and respond very well to the care and support they are given. Staff actively promote their independence and encourage them to make their own choices as they build models. They take pride in tidying up their resources and keep their environment neat and tidy. Festivals such as Harvest, Diwali, Christmas and the Chinese New Year give them an excellent understanding of other lifestyles and customs. Children dip apples in honey as they celebrate Rosh Hashanah and learn about the Jewish New Year.

Children develop a good understanding of keeping healthy. They are encouraged to make healthy decisions at breakfast time and snack time learn about the benefits of an active, healthy lifestyle. Their physical skills are developed well as they play football, balance on the climbing frame, swing from the rope and explore the activity trail. Children make healthy choices from a range of options such as fruit, vegetables and beans on toast. They develop an excellent understanding of keeping safe and behave in ways that are very safe for themselves and others. Children use equipment very safely when preparing apple crumble using apples they have collected from their garden. They benefit from talks on safety from the police and fire services. They are very keen to practise their road safety skills in the playground.

Children are eager to learn and enjoy painting, collage work and printing patterns with leaves. They imagine they are pirates searching for hidden treasure and build dens to shelter in. Children listen attentively to stories such as 'Jack and the Beanstalk' and enjoy re-telling it through role play. They tunefully sing songs, such as 'Five Little Ducks' to practise their counting skills. Their enjoyment is clear as children are eager to talk about their village and local areas and enjoy visits to the farm. Opportunities for using the computer are welcomed; however children are not fully involved in using technology, such as the digital camera, to record and share their experiences. They cooperate very maturely with one another as they play board games and skilfully build boats and buildings out of their construction materials. Children are keen to go on nature walks and search for insects. Overall, children are prepared well for their next stage in learning and life outside the school day.

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	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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	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	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
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