

Kingsbury Episcopi Pre-School

Inspection report for early years provision

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Inspector

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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*.

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Description of the setting

Kingsbury Episcopi Pre-School was established in 1990. It re-registered in 2004 at Kingsbury Episcopi Primary School, Stembridge, near Martock in Somerset. The pre-school operates from a designated classroom within the school of which it has sole use. It has its own toilet facilities and kitchen directly off. It has a fully enclosed garden for outside play.

The pre-school is registered on the Early Years Register for 21 children within the early years age range, none of whom may be under two years of age. There are currently 19 children on roll. The setting is in receipt of funding for the provision of free early education to children aged three and four. The setting supports children with special educational needs and/or disabilities

The pre-school is open five days a week during school term times. Sessions are from 9.00am until 12.00 noon Monday, Wednesday and Friday, with an option of staying for lunch between 12.00noon and 1.00pm. The sessions are from 9.00am to 3.15pm on Tuesdays and Thursdays.

The pre-school are committee run. There are seven part-time staff who work directly with the children. The supervisor holds a level 3 qualification and is undertaking an Early Years Foundation Degree and two deputies hold a level 3 qualification. There are two members of staff with level 2 qualifications, one of whom is working towards a level 3 qualification, all in early years. There are also two relief staff, one who holds a level 3 qualification in early years; the other is unqualified . The setting also employs an administrator.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Kingsbury Episcopi Pre-School provides exemplary care and is highly effective at making sure that children make significant progress towards all of the early learning goals. Most documentation is extremely clear and professional. The kind, caring approach by the staff is mirrored by the children. Children's individual needs are met exceptionally well within a child-friendly, warm, welcoming environment. The excellent process of self-evaluation ensures staff maintain continuous improvement to enable children to flourish at this setting.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person

should consider:

- extending further existing observations and assessment records to show the links between children's activities and an area of learning. This is in order to share additional information with parents about their child's development.

The effectiveness of leadership and management of the early years provision

The staff's commitment to safeguarding children is exemplary. All staff complete safeguarding training and have effective systems in place in the event of being concerned about a child. Safeguarding is a regular agenda item at the staff meeting to ensure children's individual needs are effectively monitored and met. Comprehensive risk assessments are carried out to ensure the premises, garden and outings have all potential risks identified and addressed. A minor weakness is that the kitchen gate is sometimes left open by staff. However, this does not have any negative impact on children as they are so closely supervised, engrossed in exciting activities and very aware of the rules and boundaries of the pre-school. As soon as the supervisor is aware of this weakness she addresses it and plans to raise this at a staff meeting to ensure it does not happen again. This shows a positive approach to inspection and a proactive approach to ongoing improvement. All accidents are professionally recorded and a regular review is carried out to ensure there are no patterns identifying possible potential risks. This is an excellent part of the staff's comprehensive system of self-evaluation. There are several forms of registration and recording how many children are present to ensure their continued safety. For example, parents sign children in, staff complete the register, a blackboard gives a quick account of numbers present in the event of a fire and children self-register as well.

The staff and committee are very committed to driving improvement in everything they do. Staff are extremely dedicated and support each other during inspection by coming in at short notice. Their vision for the future is all about improving outcomes for children. They have recently developed the premises into a bright and welcoming environment. They have effectively addressed all of the recommendations raised at the previous inspection to the highest level. Partnerships with parents are now excellent with information sharing promoted at every opportunity. Records and written policies are very professional and parent's views are clearly respected and valued with feedback used to influence practice. This is incorporated into their self-evaluation, which is a true reflection of their practice yet very modest in their judgement as they are always striving to do better. Parents are encouraged to meet with their child's key person regularly and together they look through their children's learning journeys. These are detailed and meaningful with observations and photographs to help parents be part of their child's time at the setting and to show their progress towards the early learning goals. However, they do not as yet clearly link to the six areas of learning to show parents how their children's personal play experiences link to the Early Years Foundation Stage. The staff's same commitment to sharing information with other settings children attend is clearly evident. This promotes consistency and meets

children's individual needs exceptionally well.

Equality and diversity is given the highest priority. Different cultures and festivals are explored and celebrated, such as making Diwali lamps and Rangoli patterns, playing a range of multi-cultural instruments and Indian dancing. Staff are well trained in a variety of issues to ensure individual needs are met effectively, such as basic sign language. Boys and girls have equal access to all resources, which promotes equality and children's choice.

Staff's deployment of resources makes extensive use of natural materials and the world around them. They provide pieces of wood alongside plastic play people to develop children's imagination and they promote free-flow between inside and outside with children able to enjoy playing in the leaves. They provide regular opportunities to explore Forest School at a local location. Staff supervision is excellent at all times to support children's learning as required.

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

Children are eager to attend and make significant gains in their learning. Even children who are new or find separation difficult settle very quickly due to the support provided to meet their individual needs. Children demonstrate outstanding progress in developing skills that will help them in the future. For example, children's story telling and listening skills are exceptional. Children relish the long stories staff tell using props to bring the story alive and being involved through questions, rhyming words and helping out with the story. They sit for long periods of time as they are so engrossed and then re-enact what they have heard through their own role-play, dressing-up or small world play.

Children play a dynamic role in their learning, offering their ideas and responding to challenges with great enthusiasm. For example, children's views about the setting are sought by playing a home-made game linked to a dice and number recognition. This is to answer questions about what they like best or least at pre-school or what their favourite toy is and others they would like pre-school to buy. Children learn about numbers, measure, volume and time through real experiences. For example, children use a home-made height chart to measure themselves and pint-sized milk cartons sealed with coloured liquid to show sequencing of amounts. These are appropriately labelled with number cards, one to 10 next to each carton, and a large egg timer to highlight five minutes before having to share a toy with a friend.

Children show highly impressive levels of independence in everything they do concerning their good health. They know when they are thirsty and help themselves to a drink of water throughout the session; they choose when and if they go to the snack cafe for fruit. They use safety knives, with clear explanations about the dangers of the blade, to chop or saw their own fruit. They can easily access the toilet and hand-washing facilities as they need, with minimal adult input

as they know the importance of being healthy. They know they need coats on to play outside in the cold weather and love to be active running around or playing on wheeled toys. Children greatly benefit from an extra sessions of sport coaching where they learn how to move safely and develop physical skills.

Children learn how to keep themselves safe though regular fire safety discussions at the setting and whilst at Forest School. They participate in regular evacuations and learn how to be safe with fire and real tools. They demonstrate exceptionally positive behaviour and high levels of self-control. Children are very confident to share concerns with their key person and other adults.

Children's relationships are very strong at all levels. They are so pleased to see each other in the mornings and also make a point of saying goodbye to their friends at home time. Children talk about emotions in all they do and how their behaviour could affect their peers. Children respect each other's differences. For example, children routinely put their personal belongings in a wicker basket on arrival for sharing later at circle time. When one child holds on to their toy for comfort children question this. Children are happy with the explanation by staff that some people are not ready to part with their precious belongings straight away as they might feel sad. Children take turns to state, 'I was ready wasn't I ?'.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
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	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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