

# Kennford Playbox

Inspection report for early years provision

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EY366991

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16/01/2012

**Inspector**

Lucy Ham

**Setting address**

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**Telephone number**

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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

Kennford Playbox is a committee run pre-school, situated in the village of Kennford, on the outskirts of Exeter in Devon. The pre-school was first registered in their current premises in December 2007. The pre-school operates from purpose-built premises that include a main play room, kitchen, toilets, office, covered balcony and secure outside play area. Morning and afternoon sessions are run Monday to Friday during school term times from 9.15am to 12.45pm and 12.45pm to 3.15pm. Children have the opportunity to stay all day. There are currently 28 children on roll. A maximum of 24 children in the early years age range, none of whom may be aged under two years, may attend the pre-school at any one time. The pre-school is registered on the Early Years Register. The pre-school receives early education funding for children aged three and four years. It supports children with special educational needs and/or disabilities and those with English as an additional language are also supported. The pre-school employs five members of staff; two hold an appropriate level 3 qualification and two hold a level 4 qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are thriving because their learning and development is extremely well supported and, as a result, they make exceptional progress overall. High levels of commitment to working in partnership with other professionals have a very strong impact on children's achievements and well-being. Leadership and management, including the capacity for driving ambition and continued improvement are outstanding. There are high expectations for quality and these are embedded across all areas of practice because of the extremely dedicated team of staff. The children enjoy choosing when to play in the outside area, which is generally used well to support learning.

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

To further improve the high quality early years provision the registered person should consider:

- developing the outside play area to provide additional opportunities for children to explore and investigate particularly relating to knowledge and understanding of the world in promoting sustainability.

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

Children's safety is prioritised by an extremely vigilant staff team who follow excellent procedures to maintain a safe and secure environment. They use risk assessment very effectively to monitor the premises, outings, toys and equipment. Systems are reviewed annually to continually identify and minimise potential hazards. Daily visual checks enhance this practice further. Staff are extremely confident in their ability and knowledge to identify, record and report any concerns in line with the local safeguarding procedures. Outstanding arrangements are in place to ensure that all adults working with the children have undergone thorough vetting procedures. A highly effective key person system is used to ensure that each child's individual needs and abilities are successfully identified, respected and met.

Equality and diversity are promoted exceptionally well through planned activities and free use of a very good range of relevant toys, resources and visual aids. Children are learning to respect their own cultures and beliefs, and those of others. For example, they have recently enjoyed Christmas festivities and respond to Chinese New Year and Eid. Staff promote inclusion highly effectively and recognise children's individual needs exceptionally well, therefore children are given equal opportunities to learn.

Children have a very welcoming environment in which to play which includes attractive displays of their own work. They have access to an extensive range of resources and equipment. These are well organised to enable children to make spontaneous choices leading to them taking an active role in their learning. Children use a secure outside play area to support all areas of their learning. This space has not been developed to its full potential, however, in order to provide extended learning opportunities to enhance children's knowledge and understanding of the world and to teach them about sustainability.

The management team is supported by an enthusiastic manager. The team is very involved in the day to day running of the pre-school, which helps to motivate all staff extremely well, so morale is high. The management demonstrates a positive commitment to continuous improvement through highly effective self-evaluation systems that accurately identify strengths and areas for future development. For example, plans include further enhancing the outdoor play area in the near future. The pre-school management seeks the views of staff, parents and children when reviewing practice. The pre-school receives very positive feedback from parents, who value the care provided.

Parents receive valuable information through a variety of effective methods, such as parent handbooks, newsletters, termly planning sheets, notice boards and daily discussion. Through parent consultations, parents come in and meet with their children's 'key persons' and review their children's 'Learning Journeys'; this liaison enables parents to fully support their children's learning at home and agree exciting 'next steps' for their learning and development. Staff have extremely secure links with other settings that children attend, such as childminders. Well

established communications with the school result in exceptionally well planned arrangements for when children leave the pre-school and move to school. The pre-school works exceptionally well with outside agencies, so children with additional needs get the support required in order to progress as well as possible.

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

Children are very happy, secure and supervised well at all times whilst being able to play independently and safely. Children enjoy an extensive range of activities which are particularly well organised and consider the individual needs and interests of all the children. They have an exciting balance of adult-led and child-led activities. Each child is extremely well supported to progress at their individual stage of development; more able children are challenged, so they progress quickly. Children's language development is prioritised. Frequent, stimulating conversations between staff and children support their language acquisition and their skills for thinking. For example, staff challenge children to problem solve and think about how they can make things happen. Role play is promoted very effectively to encourage children to use their own ideas and imaginations. For example, children use the climbing frame as a fire engine and act out the role of a firefighter. Staff capitalise on such learning moments, leading singing of 'The wheels on the fire engine'. Children recognise and name shapes as they play a dinosaur game and mould with playdough. Children develop their creativity skills in an extensive range of activities. They paint from their imaginations when outside, use dough, and undertake gluing activities to develop and express their ideas.

Children's awareness of keeping themselves safe is exceptional. A wealth of opportunities is given for developing skills to use tools and equipment correctly and safely. For example, children use scissors and suitable sharp knives under close supervision when preparing snacks, and enjoy climbing activities that involve taking calculated risks. Children are aware of the 'rules' to follow when moving around the pre-school. They seldom need reminders. Children's safety in emergencies is exceedingly well promoted; fire evacuation procedures are practised regularly and all children are very familiar with the routine.

Children eagerly take part in daily physical play activities as they are given numerous opportunities to engage in exciting physical activities both inside and out. Consequently, children enjoy plenty of fresh air and physical exercise. They climb and balance on large equipment, ride on trikes and build with large blocks. Children demonstrate exceptional understanding of hygiene routines, explaining competently why they wash their hands before snack or after handling the pre-school's pet snail. Children's good health is extremely well promoted as they tuck into healthy snacks and drinks.

Children's behaviour is exemplary. Staff manage behaviour exceptionally well. They have high expectations that are clearly conveyed to children and implemented consistently; as a result, children play happily, either independently or co-operatively. All children interact very well with others; they confidently introduce

themselves to visitors and talk about what they have been doing. Children contribute successfully to the routine of the pre-school and tidy up after themselves eagerly, developing independence as they do so. Children's self-esteem and sense of value is promoted through 'wow' notes where they share their recent achievements with delight. Children are curious and inquisitive learners. They remain highly engrossed in activities and play a full role in their learning. Children are learning valuable skills for their future development in an extremely happy and caring environment.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
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	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

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

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