

# Kilmington Pre-School

Inspection report for early years provision

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**Unique reference number** 105988  
**Inspection date** 30/01/2012  
**Inspector** Bridget Copson

**Setting address** The Village Hall, Kilmington, AXMINSTER, Devon, EX13  
7RG

**Telephone number** 07815 477196

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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

Kilmington Pre-School registered in 1992 and is run by a committee. It operates from the village hall, set in Kilmington, near Axminster, Devon. The accommodation consists of a main hall with access to toilet facilities through the foyer. An enclosed area is available for outdoor play.

The pre-school is registered on the Early Years Register to care for a maximum of 26 children in the early years age group. There are currently 17 children in this age group on roll. The staff care for children who learn English as an additional language. The pre-school is in receipt of funding for the provision of free early education to children aged three and four years. The pre-school is open Monday, Wednesday, Thursday and Friday during term time. Sessions run from 9.15am to 12.15pm. There is a lunch club on a Monday and Wednesday until 1.15pm.

The pre-school employs four staff to work directly with children, most of whom hold an appropriate early years qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's individual needs are met appropriately and enhanced by good partnership with parents. Children are included equally, but not always supported well in learning about the cultures, beliefs and lifestyles of one another. Children are making suitable progress in their learning, but are not always challenged well, or supported consistently in developing positive behaviour. Staff demonstrate sound commitment and drive to secure continuous improvement. However, self-evaluation systems do not include all aspects of the provision.

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

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

- improve systems for supporting children in gaining a better awareness of the behavioural expectations in the pre-school and the consequences of their actions
- develop more opportunities for children to learn about the cultures, beliefs and lifestyles of one another
- improve children's learning and development through providing greater challenge and opportunities to extend their thinking
- develop systems of reflective practice and self-evaluation to improve further the quality of provision for all children.

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

Children's welfare is safeguarded appropriately by staff who implement suitable systems to help assure children's safety and well-being. Staff maintain a safe and secure environment for children by carrying out appropriate risk assessments to minimise hazards. Employment and vetting procedures and an induction process help to ensure staff are suitable. In addition, staff have an understanding of their child protection responsibilities to help safeguard children.

Staff have suitable systems in place to monitor and evaluate the quality of the pre-school. They complete a written self-evaluation form. However, this does not reflect the views of all staff, committee and children, and does not include the impact of planning systems on children's development. Staff and committee members show a positive commitment to maintain continuous development. They have made several improvements since the last inspection and respond positively to the recommendations of external agencies. As a result, standards of care and education are improving steadily to the benefit of those attending.

The consistent team of staff prepare a warm and welcoming environment for children's arrival. This includes a range of resources within defined areas of play, most of which are easily accessible for independent play. Staff interact energetically with children to provide support and enthusiastically involve them in activities. They provide a basic reflection of each child's identity within the pre-school, as well as a reflection of diversity from around the world. Children take turns to take 'Tartan Ted' home with them, recording their home adventures in a scrapbook with photos. They share this with the pre-school at group time to promote inclusion and social skills. Staff learn key words of home languages to help children who are learning English as an additional language settle.

Staff have established successful partnerships with parents. They provide comprehensive information to parents from the start. Parents gather information through notice boards, good daily communication and consultation meetings each term to discuss their child's progress. The views of parents are valued and actively sought, such as through questionnaires. In addition, parents share their views at inspection. For example, they state their children are 'developing in confidence', 'are treated and valued as individuals' and 'are happy and adore the staff'. Staff establish suitable links with the village school, which most children will attend. They also share some basic information with staff from some of the other pre-schools children attend.

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

Staff plan, monitor and promote children's learning appropriately. Staff record observations of children's progress in their learning journey books and these

contain photographs and examples of work. Staff use the observations to plan the children's next steps of learning each term, in all six areas. Plans develop every few weeks, with activities linked to changing topics, based on children's interests and developmental needs. Staff interact positively in children's play to offer support, encouragement and to help them feel included. However, not all staff challenge children well to extend their thinking and promote good progress in all areas.

Children arrive happy and settle in quickly. They are developing friendships with peers whom they seek out on arrival at pre-school. Some children focus well on activities when staff are able to engage them, such as choosing more books to read together. Most children behave appropriately; they help when asked, play kindly and listen to staff. However, not all children receive support in learning about the needs and feelings of others or what is expected of them. For example, active children's play sometimes disrupts quieter children's play. Occasionally, some children show a lack of respect for other children's belongings. Children have some opportunities to learn about worldwide cultures and beliefs, such as celebrating Chinese New Year. However, they do not receive as much support in learning about the cultures, beliefs and lifestyles of one another.

Children communicate their needs and feelings through sharing news on arrival, talking through their play and lots of shared laughter. Staff ask children questions, but do not always provide enough time for children to think and respond. Children make good use of the range of books. They actively seek out staff to read to them in the book corner. Children have opportunities to mark make and seek text written by adults. Children count with staff in play and are learning about shapes through their current topic. They name and relate the shape of objects around the hall, which they find to form a collection. They problem solve in some fun activities. For example, they successfully build a bridge with bricks to get across a blue 'blanket of water'. Children use their imaginations freely as they explore different media and materials. They paint and draw independently. Children enjoy using resources imaginatively, moving them around the pre-school to extend their play.

Children receive appropriate support to help them feel safe and secure. They learn about keeping safe through staff guidance and some topical activities, such as fire safety in November. Children are encouraged to develop healthy lifestyles. For example, they enjoy healthy snacks and have independent access to drinking water. They benefit from physical play every session in a designated area of the hall. In addition, children play outside in the garden and under the all-weather shelter. This provides regular opportunities to develop their physical skills and for more active children to run freely.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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