

King's Preschool Bicester

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*.

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

King's Preschool Bicester registered in 2008. It operates from the Bicester East community centre, in Oxfordshire. Kings Preschool is a registered charity and is run by Oxfordshire Community Churches, managed by a committee of volunteers. The pre-school is a Christian based group, although children from all faiths are welcome to attend. The premises are comprised of a hall, a smaller room, a kitchen and toilet facilities. The main room opens directly onto an enclosed outdoor play area. Children also visit the public park and field adjacent to the property for additional outdoor activities. Children attend from the surrounding area.

The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. They may care for no more than 20 children aged from two years to under eight years, at any one time. The opening times are from 8.30am to 11.30am, Monday to Thursday, during term time only. There are currently eight children on roll, who are all in the early years age group. Children aged two, three and four years are funded for free early education. The pre-school supports children who have special educational needs and/or disabilities and those who are learning English as an additional language.

The setting employs two members of staff, who work directly with the children. They both hold relevant early years qualifications to level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy their time at this small and caring pre-school. They are safe, well cared for and make satisfactory progress overall in their learning and development. Generally, there is a suitable range of resources to support children's learning, but these are not always available and the learning environment does not fully support all areas of learning, indoors and outside. Therefore, children are not always sufficiently challenged. Staff work closely with parents so that they get to know children and their families well, which benefits those children needing additional support. Staff reflect on their practice and identify areas for development to support their continuous improvement and enhance outcomes for children.

What steps need to be taken to improve provision further?

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

- create a stimulating environment that offers a range of activities and resources which will encourage children's interest and curiosity across all areas of learning, both indoors and outside
- support the development of children's independence skills, for example, by

providing pictures or objects which represent the range of resources and activities available.

The effectiveness of leadership and management of the early years provision

Staff understand their responsibilities to safeguard children. They undertake safeguarding training and have a sound knowledge of the procedures they must follow should they have concerns for a child's welfare. Staff and volunteer helpers undergo Criminal Record Bureau checks and volunteers receive clear guidance regarding their role. Staff attend regular paediatric first aid training, providing them with the skills to act appropriately if a child becomes unwell or has a minor accident. Staff use risk assessments effectively to create a safe environment.

The community building is warm, bright and well maintained. There is a suitable range of resources to support children's learning. However, not all resources are readily accessible to the children. They can ask for things they need, but are not always aware of what is available and this limits their creative play. Children freely access a small, enclosed outdoor play area, benefiting those children who prefer to learn outside. Some resources and activities are provided each day, but these do not always encourage children's interest and curiosity, across all areas of learning both indoors and outside.

Staff are reflective and they are eager to continue improving what they offer children. They have addressed all recommendations from the last inspection and this has improved outcomes for children. The staff make appropriate use of support from outside professionals, such as the local authority advisory teacher. They have identified areas for development and suitable plans are in place to address these.

Staff actively promote equality and diversity, recognising the uniqueness of each child. This enables staff to meet their individual needs. The small group size means that staff know all the children very well and can give them plenty of individual attention. They quickly spot any developmental concerns and seek support from external agencies, such as the inclusion advisor and speech and language therapists. As a result, some children progress well in relation to their starting points. Children who are learning English as a second language receive appropriate support to make good progress. For example, staff learn some key words in children's home languages and use picture prompts to aid communication, helping children feel secure and understand the daily routine. Children learn to value differences through seeing positive images of different people. Stories and the imaginative use of puppets help promote children's understanding of equality and diversity.

The pre-school has strong relationships with parents, which helps to meet the needs of each child. Staff seek parents' views regularly through daily discussions, regular meetings and questionnaires. They take account of parental comments, for example, by changing opening times to suit families' needs. The pre-school keeps parents well informed about all aspects of the organisation, including their child's

progress. Parents are encouraged to help regularly during sessions. This gives them a better understanding of how their children learn through play, and enables them to continue supporting this learning at home. Parents also share any special knowledge with the children. For example, children had fun making pasta with one mum and enjoyed a 'Polish day', learning about a different culture with another. Children move on to several different primary schools and the pre-school has some links with these.

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

Children are happy and settled at pre-school. They demonstrate a strong sense of belonging as they greet staff and settle quickly to chosen activities. They form good relationships with others and most play cooperatively. For example, children share resources and are beginning to develop simple story lines in their role play with others. Most children behave very well. Staff work closely with parents so that children learn consistent boundaries. They use group times to gently reinforce kind or considerate behaviour, for example, by using puppets. Children respond well to this clear guidance.

Children's individual language and communication skills are developing appropriately, as staff take the time to talk and listen. For example, staff encourage children to describe their painting and take part in fun activities that help develop their listening skills. Staff display books attractively, which encourages children to look through them and find favourites. They practise early writing skills, for example, as they paint, colour and attempt to write in notepads as part of their role play. Children are able to work independently and can choose from the activities available. They become confident using the computer through daily use of simple programs that support their learning. These experiences help them develop the skills they will need for the future.

Staff closely monitor children's development. They routinely note what children can do and what they enjoy playing with. This helps them plan activities based on children's interests and their next steps for learning. For example, after noting a child's interest in rolling cars, staff provide a large cylinder to explore the concept of rolling with a range of other materials, although staff do not encourage children to play with this. Staff are generally well deployed, moving round to support individuals or small groups as they play. Staff encourage children to take part in activities that develop their ideas. This helps them think creatively and make connections in their learning.

Children have close relationships with the staff that help them feel safe and secure, confidently asking for help when needed. They learn to keep themselves safe, for example, when using scissors or taking part in fire drills. Children enjoy using role play props, for example, dressing up as firefighters and pretending to put out a fire. They regularly take part in activities and discussions about safety, for example, by learning about people who help us. This helps to develop their understanding of keeping safe. Children demonstrate a very good understanding

about healthy lifestyles. They talk about which foods are good for them and hungrily tuck into a variety of fresh fruit at snack time. They enjoy cooking activities each week and this makes them more confident to try new tastes. Children benefit from playing outside every day where there is room to run around. They practise climbing and balancing on larger equipment when they occasionally visit to the nearby play park. Children become very independent as they manage their personal care, knowing when they must wash their hands. Older children learn to dress themselves, for example, by putting on their coats, while staff encourage younger ones to try, before they offer help.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
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

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3

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