

Kemerton Early Years and Forest School C.I.C

Inspection report for early years provision

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Inspector	Rachel Wyatt

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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

Kemerton Early Years and Forest School CIC reregistered as a Community Interest Company in 2012. It operates from the village hall in the rural village of Kemerton, near Bredon in Worcestershire. Children have access to an enclosed garden and paddock area and opportunities to attend weekly Forest School sessions. The pre-school opens during school term times. Sessions are on a Monday and Thursday from 9am to 3pm and on a Tuesday, Wednesday and Friday from 9am to 1pm. The pre-school offers occasional play sessions during the summer holidays.

A maximum of 30 children may attend the pre-school at any one time. Of these, 30 may be in the early years age group and there are currently 32 children on roll. The pre-school is registered on the Early Years Register and on the compulsory part of the Childcare Register.

The pre-school employs six members of childcare staff, of whom four hold appropriate early years qualifications to at least level 3. One member of staff is due to start working towards a level 3 qualification. The pre-school provides funded early education.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are creative, purposeful learners who make good progress and their individual needs are successfully met. Children confidently make choices and initiate ideas for play, relishing the pre-school's welcoming and stimulating indoor and outside areas. The managers' and staff's positive relationships with parents and other providers and, in the main, their robust procedures ensure children are fully safeguarded and their health promoted. Staff are, generally, successful in catering for each child's differing abilities, next steps and interests. Managers and staff effectively monitor and evaluate the impact of the pre-school's provision on children's care, learning and development. They accurately identify priorities for improvement and are enthusiastic and effective in implementing and sustaining change, including taking account of children's choices and interests.

What steps need to be taken to improve provision further?

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

- improve children's safety by obtaining written parental permission for every child to take part in outings
- improve the management and organisation of whole group activities to take account of children's differing abilities and to promote their concentration, attentive listening and joining in when appropriate.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded. Managers and staff understand their roles to protect children from harm. They work sensitively with vulnerable children and their families and have appropriate links with key agencies. Clear procedures are in place to enable staff to make prompt referrals if they have any concerns about a child's welfare, or if an allegation is made against a member of staff. Robust recruitment, vetting and staff development procedures ensure children are looked after by adults who are suitable and have the required knowledge and expertise. Most required agreements and information are obtained about every child and their family.

Managers and staff are well organised and committed to ensuring children and families access good quality provision. They effectively monitor, evaluate and review their practice in order to promptly identify areas for development. Resulting action plans are implemented within timescales leading to improvements. For instance, to children's safety during indoor physical play, more opportunities for children to be independent during snack time, and additional resources to support their dressing up, numeracy and recognition of letters and sounds. Parents' views contribute to the shaping of the pre-school's provision, such as the introduction of a noticeboard highlighting the day's key activities and what children have had to eat. Parents also help to fundraise for new resources. Children have a strong sense of belonging because their ideas, choices and interests are very much an integral part of the planning and organisation of each session. In addition, their families' cultural and linguistic backgrounds, including their home languages, are valued and used at pre-school.

The pre-school has good links with other providers, promoting continuity and consistency for children who attend more than one setting or who are moving on to school. Well-established relationships with other agencies ensure everyone works together to give tailored support for children with special educational needs and/or disabilities. Partnerships with parents and carers are particularly effective, so that children settle quickly and their families feel well informed about how the pre-school operates and about their children's care routines, activities, achievements and next steps.

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

Children are purposeful and resourceful learners who soon settle to activities. They readily make choices and take a lead in their play, responding to the wealth of toys, resources and equipment set out in the inviting indoor and outside areas. Managers and staff support children's learning and development well. Their consistent observations and assessments and good relationships with parents mean each key person knows each child's starting points and understand how well he or she is progressing. Activities are varied, enjoyable and rewarding. Staff usually adapt resources adeptly and their approaches to take account of children's

differing abilities and ages, but just occasionally some children are distracted or not sufficiently engaged during whole group activities.

Children make good progress and develop appropriate skills for the future. They are keen to learn and increasingly play cooperatively. Staff sensitively join in, supporting those who are less confident, and develop each child's speech and language, ideas and skills. As a result, children often concentrate well and are imaginative and resourceful in the way they develop their ideas. For example, they love to build and construct using a wide range of materials, such as sticks, tarpaulins and camouflage nets when making dens, or large block play to create castles and other often elaborate models. Children are sociable and well behaved. They make friends, play cooperatively and enjoy each other's company at snack and meal times.

Children become increasingly confident and articulate speakers as adults encourage their conversations, descriptions and recall. They relish mark-making in different contexts, such as keeping a record of the number of laps they have made whilst riding on wheeled toys, or recording their findings during Forest School. They recognise simple words and their names, for instance finding their name card to show they have had a snack or about to go home. Children confidently count and recognise numbers, including when they park their wheeled toys in the correctly numbered parking bay. They often accurately use mathematical terms and complete simple calculations as they play. Children are interested in how things react and change. They love being outside and happily explore soil, sand and water. Children plant and tend seeds and help with recycling and composting. Children are imaginative and creative. They dress up and enjoy acting out scenarios in the domestic role play area and when using a wide selection of small world toys. They create colourful, expressive paintings and collages, appreciating the wide range of paints and other interesting materials and resources provided for them.

Children's welfare is promoted well. Staff ensure they fully understand and meet each child's care, health, dietary and cultural needs. First-aid trained staff give children prompt appropriate treatment if they have an accident, need medication or become unwell. Children have a good understanding of how to be healthy. They enjoy plenty of fresh air and exercise and happily play outside in all weathers. They are physically active, balancing and moving well on a range of equipment, and they competently and safely use different wheeled toys. Children make healthy choices about what to eat and drink, including eating the vegetables they have grown, such as tomatoes and mange tout. Children are also kept safe. They are looked after in safe and secure premises, and use good quality toys and equipment. Staff complete regular risk assessments and carry out comprehensive daily safety checks. Outings are well organised, although some children's safety is potentially affected as not all parents' written consents have been obtained to their children taking part in these. Children behave safely and sensibly, for example, on walks or when travelling in a vehicle. Adults supervise children well and teach them how to handle tools and equipment correctly, such as bow saws and their own made bows and arrows. Children confidently talk about and take part in regular practise emergency evacuations.

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	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
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	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	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	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