

Kennet Valley Pre-School

Holybrook Centre, Carters Rise, Fords Farm, Calcot, Reading, Berkshire, RG31 7YT

Inspection date

04/10/2012

Previous inspection date

08/07/2010

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- The very good relationships with staff help children feel settled, gain in confidence and make good progress in relation to their starting points at entry and capabilities as they are eager to learn and try new experiences.
- Children's language development is given high priority with confident and skilled staff who extend children's vocabulary effectively.
- Children with English as an additional language participate fully in the preschool day as they demonstrate increasing progress in their communication skills.
- The committed and consistent staff team under the guidance of the management team monitor the preschool provision effectively and encourage further training, which benefits children.

It is not yet outstanding because

- Staff do not consistently provide opportunities for children to consolidate and develop their experiences through making relevant books and resources available at all times.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector talked with eight parents, all four members of staff and held a discussion with one of the joint managers. The provider was unavailable.
- The inspector observed children's play and staff interaction, indoors and outside.
- A representative sample of documentation, children's records and development plans were examined
- The inspector read a report from the local authority adviser.

Inspector

Susan May

Full Report

Information about the setting

Kennet Valley Pre-School opened in 1983. It operates from the Holybrook Centre on the Fords Farm estate in Calcot, near Reading. The pre-school is part of the Kennet Valley Community Association. The pre-school has access to the large hall and a fully enclosed outdoor area. The pre-school serves the local community. The pre-school opens five days a week during school term times. Morning sessions are from 9am to 11.45am and afternoons 12.30pm to 3.15pm on a Monday, Tuesday, Thursday and on Wednesdays and Fridays 9am to 12.25pm to include a lunch club. Afternoon sessions are from 12.30pm to 3.15pm on Monday, Tuesday and Thursday.

There are currently 27 children on roll age from three to four years. The pre-school receives funding to provide free education for children aged three and four years. The pre-school supports children with learning difficulties and also children who speak English as an additional language. There are five staff members who work with the children. Of these, four hold appropriate early years qualifications.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- set up displays that provide fact and fiction books and uses a range of resources to help remind and consolidate what children have experienced.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The pre-school offers a welcoming environment where children are eager to try the activities on offer and move around from activity to activity with good staff support to enhance their learning and development. Consequently children make good progress in their learning. Staff move around the playroom, providing individual attention as they get down to the children's level and join in with their play. They extend children's vocabulary and thinking as they ask open-ended questions and listen carefully to the children's responses. Staff use gesture and props to help young children and those with English as an additional language understand and take part in activities and follow the daily routine. For example, they hold up cups and tell children that it is drink and snack time. A photographic record of all the toys enables children to choose what they want to play with if it is not already on display. Children mark make as they use tools in the play dough and have access to crayons pencils and paper. Older children are encouraged to copy their names on their artwork and put it with their printed name label ready to go home. Children with help from their parents identify their name as they arrive and add it to the white board in the pre-school room. Older children begin to sound out their own names and confidently give the names of other children they are sitting with. Children access the attractive and inviting book area where they choose, sitting alone or with staff, to look at books. Stories, songs and activities often relate to a topic, with parents contribution in the form of information and photographs requested. For example, photographs of the children's pets. However, staff miss chances to build on the children's experiences and interests as they do not consistently display resources or fact and fiction books to help remind and consolidate what the children have learned.

Staff extend children's recognition of number and counting in everyday play and through songs and rhymes. Children count and complete simple addition confidently, for example

as they cut out three ducks from the play dough and know that they need another two to make five. They talk about size using language, such as smallest and largest and happily build towers comparing them to see which is the tallest. A range of resources promotes future skills with children chatting on mobile phones and enjoying sounds and lights as they press buttons on a range of interactive toys. Children use their imagination as they enjoy role-play and express their creativity as they access a range of materials, such as boxes, fabrics and paper, to design and make models of their choice. They access scissors, sticky tape and glue sticks gaining good hand and finger control as they put their creations together. Children handle tools carefully and show respect for resources and equipment as they carefully put things away when they have finished, for example, the puzzles.

Staff are restricted in the accessibility of an outdoor area, but recognise that children have preferred methods of learning. They consequently work hard to provide activities indoors, particularly those of a more physical nature, to engage all children in order to promote learning in all areas. For example, they set out a bike route, play circle games and provide large construction blocks in a cleared area of the hall. Daily visits to the nearby playground help successfully develop children's physical skills as they climb, slide and spin on the playground equipment. Children find out about the natural world as they talk about the weather. They know they need coats to go outside, as it is cold even though it is sunny, and collect leaves and flowers in the playground. The pre-school offer an inclusive setting where children begin to value diversity as positive images of culture, ethnicity and gender are rooted in daily practice through activities and resources.

Staff find out children's starting points as they talk to parents and request information from when they first start. This includes looking at records of development from any other settings the children may have attended. Children's individual needs and children's interests are taken in to account as staff get together to complete their planning. Staff work extremely well together and combine their skills and knowledge effectively to plan an environment where all seven areas of learning are covered. Comprehensive observations and assessments, photographs and examples of children's work are included in records of development. These clearly identify next steps and are discussed with parents. Learning journals are displayed and parents and children may access them at anytime and are invited to make comments, bring photographs and share information from home.

The contribution of the early years provision to the well-being of children

Children enjoy their time at the pre-school, running in happily as the dedicated and enthusiastic staff greet them and their parents on arrival. Staff know the children and their families extremely well operating a 'key person' system that helps to build close bonds that lead to trusting relationships. Children clearly feel secure and develop confidence as they approach visitors curiously with enquiries about who they are and what they are doing. Staff help children feel a sense of belonging as they talk about their families, what they like doing at home and have frequent discussions with parents in order to respond to the needs of individual children.

Staff work extremely well together adopting a consistent approach to children's behaviour.

Children know what is expected of them. For example, they hold hands with a partner and line up taking care not to bump into each other as they get ready to go to the playground. Staff quickly praise children for their achievements, however small, and use effective distraction techniques to resolve issues. For example, for children who have recently started at the pre-school and sometimes find it difficult to share toys. Independence is encouraged as children choose what they want to play with, become independent in their personal care, demonstrating an understanding of keeping themselves healthy as they use tissues and dispose of them immediately in the nearby bin.

Children enjoy a social occasion at snack times as they sit together and chat about what they have been doing. This helps promote good future eating habits. Staff know children's likes and dislikes and dietary requirements and encourage healthy eating by requesting parents to provide healthy lunch boxes. Drinks are always available to children and they help themselves at any time. Children are interested in activities. Younger children demonstrate developing companionship as they play alongside each other, while older children share their play imaginatively. Children benefit from their pre-school experiences learning how to make friends and how to keep themselves and others safe as they carefully use resources, such as scissors. Children play a large role in their own learning that, combined with staffs support, helps build self-esteem and developing skills that will benefit the children as they move onto the next steps in their learning and onto school.

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

There are well established and effective procedures for safeguarding children's well-being with all staff who work with children having appropriate checks to ensure they are suitable to do so. Recruitment systems show improvement since the previous inspection with more robust procedures introduced. High priority is placed on protecting children's welfare and the manager follows proper procedures working with outside agencies when needed. All staff have first aid training and regularly update their safeguarding training. Children play in a safe environment as staff understand their responsibilities.

The joint managers receive support from the local authority from whom they actively seek advice, acting on it to improve the service they offer. Staff development results from informal and formal appraisals and an expectation that staff will continually update their knowledge through further training. Staff are well-qualified and use their skills and understanding to provide a broad range of activities for children across all areas of learning that in most areas supports their knowledge effectively. Since the previous inspection identified areas of weakness have been addressed. Policies and procedures including safeguarding and complaints have been reviewed to ensure they are up to date and reflect current requirements. Staff have also developed children's assessment systems and now have clear information in order to make informed decisions about the children's progress and next steps in learning. Assessments of practice are ongoing with suggestions from staff and parents implemented in order to continue to improve what they offer to children and their families.

Parents are highly appreciative of staffs work, praising the good communication they have and the regular information they receive. This keeps parents fully informed about their children and what is happening at the preschool. They feel involved in their children's learning as they are requested to provide items and information for topics and are given suggestions about how they can complement this at home. Good communication with others involved in the children's care, such as childminders, health professionals and some school staff help provide a consistent and shared approach to children's learning that benefits children's transition through the education system to school.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	110710
Local authority	West Berkshire (Newbury)
Inspection number	813395
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 5
Total number of places	26
Number of children on roll	27
Name of provider	Kennett Valley Community Association
Date of previous inspection	08/07/2010
Telephone number	01189428771or07884028715

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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