

Kids Count Pre-School

Shoreline Church, 9 Mornington Road, Southport, Merseyside, PR9 0TS

Inspection date

Previous inspection date

12/12/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Relationships between staff and children are caring, positive and supportive; consequently, children feel safe, confident and settled at the pre-school.
- Strong relationships with parents and other agencies ensure that each child's unique needs are known and effectively met, helping children to reach their full potential.
- There is a spacious, welcoming environment, which supports children's all-round development and emotional well-being and provides a range of experiences that develop children's growing independence.
- Children are developing very good mathematical skills. Confident and skilled staff develop children's understanding of number, shape and volume through many different activities and play.
- The pre-school's caring ethos and the joint owners' commitment to meeting children's needs is evident in their attitudes, everyday practice and organisation.

It is not yet outstanding because

- There is scope to enhance children's knowledge of phonics, by linking sounds to letters.
- The outdoor area is not fully developed to reflect the good learning environment indoors.

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 observed activities in the main room and outside.
- The inspector spoke with the joint owner/managers and children at appropriate times throughout the observations.
- The inspector looked at children's observation files, planning documentation and a range of other records, policies and procedures.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Kathy Leatherbarrow

Full Report

Information about the setting

Kids Count Pre-School was registered in 2012 on the Early Years Register. It is situated within Shoreline Church in Southport, and is managed by two individuals. The pre-school serves the local area and is accessible to all children. It operates from one base room and there is a fully enclosed area available for outdoor play.

The nursery employs four members of childcare staff. Of these, all hold appropriate early years qualifications at level 4, including two with Early Years Professional Status.

The pre-school opens Monday to Friday, term time only. Sessions are from 9am until 4pm. Children attend for a variety of sessions. There are currently 18 children attending, who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children with special needs and/or disabilities.

What the setting needs to do to improve further

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

- increase opportunities for children to develop their knowledge of phonics, such as linking letters to sounds.
- develop further the outdoor area to reflect the good learning environment indoors.

Inspection judgements

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

Staff have a secure understanding of the Early Years Foundation Stage and the seven areas of learning. They use recently enhanced systems to regularly observe and assess children's progress and effectively plan suitably challenging activities. These support children to make good progress. Children's learning journals contain a range of information, including annotated photographs and written observations. They are interested and keen learners, who display the characteristics of effective learning.

Children's progress in the prime areas of learning ensures that they have the key skills needed for the next steps in their learning, including school when they reach that stage. They are effectively supported in the acquisition of communication and language skills and in their physical, personal, social and emotional development. Young children's listening skills are encouraged as they make different sounds with musical instruments and as they participate in a music session. Children extend their vocabulary as they repeat new words, such as 'slippery' and 'clear' as they explore ice found in the garden. They choose to look at books and listen to stories read to them individually and in small groups. Staff read stories with enthusiasm, capturing children's imagination and extending their knowledge and comprehension as they discuss the story and what might happen next.

Children enjoy painting, writing, drawing and model making using a range of readily available materials, including pens, crayons, chalks and junk. These enjoyable activities promote their writing skills and their creativity. However, there is scope to enhance the

learning of phonics, for more able children, to link sounds to letters. Staff promote children's learning through other free play activities, such as basic letter games on the computer. Children develop physical skills as they manipulate, roll and cut dough, and become confident with scissors. They are making very good progress with numbers and shape as young children can confidently count to 10, and identify triangles and rectangles that they cut from paper. Older children are calculating as they use language, such as 'one more' and 'one less' as they add and subtract animals to and from the farm.

Children increase their understanding of the world as they care for flowers and fruit that they grow. They enjoy visits from their local community support officers and discuss how to keep themselves safe. Children enjoy experiences, which relate to their own culture and raise their awareness of the culture of others. For example, at Diwali, children talk about light and have a celebration party tasting different foods.

Parents spoken to at the inspection feel all the staff are very approachable and caring. A flexible induction process helps them to settle their child in to the pre-school. Parents are well informed about the Early Years Foundation Stage. This is because, staff explain how different activities promote children's development. Staff encourage parents to support and share information about their children's learning and development at home. Everyday, parents receive information about what their child has been doing, verbally and in record books. Parents have additional access to a wealth of information about the pre-school on notice boards, in readily available files and newsletters.

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

Children develop warm relationships with caring staff. Young children, new to the pre-school are given comfort, time and reassurance as they settle for the first time away from their parents. During the day, staff make regular telephone calls to parents to update them on how their child has settled that session. Children have a good understanding of what behaviour is expected of them and regularly say 'please' and 'thank you' to staff and peers. Staff effectively encourage and support children, promoting their understanding of using 'kind hands'. Staff help children learn to resolve minor disputes between themselves. For example, two children both want a horse, a member of staff asks them if there is another horse? The children look in the box and find another horse and play together with one each.

Children are becoming competent at managing their personal needs relative to their ages. For example, young children feed themselves and wipe their own faces after lunch. Children help themselves to drinks when thirsty and put their own topping on crackers for snack. Older children independently go to the toilet and put on their coats and wellingtons before they play outside. Staff are aware of each child's individual health and dietary needs and maintain clear records, policies and procedures to ensure that these are addressed appropriately. Children gain an understanding of the need for physical exercise. They balance on circular boards, push along in sit-and-ride toys and chase balls rolling down ramps. Some planned opportunities to be active, include action songs, marching games and group movement and dance sessions.

Children make independent choices, such as what to play with and where to play. Sometimes, children are split into key groups for planned activities and story times. Positive links with professionals from other agencies, such as speech and language therapists support children with special needs and/or disabilities. A positive relationship with the local schools to which children later attend, eases their transition from pre-school to school. Links with the church support children's spiritual and moral development.

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

Children are cared for in a spacious and attractively set out room with a wide range of accessible resources. This enables children to move freely around and access a broad range of experiences. Children also enjoy direct access to outdoors in all weathers, although, this area does not fully reflect the good learning environment that is offered indoors. Staff demonstrate a secure understanding of the areas of learning and how children learn. They effectively support children to make good progress towards the early learning goals.

One of the main strengths of the pre-school is the joint owners' passion and dedication to the children. They both work directly with the children, ensuring that their individual needs are identified and met. This enables them to provide support for staff and oversee the assessment and planning systems to ensure that they are effective. Also, providing support and in-house training where appropriate to increase the knowledge, skills and understanding of staff and students. The owners and staff team have a good capacity to maintain improvement. There are strong links between identified priorities and plans for improvement, which will support children's achievements over time. Parents and children feed into the evaluation system. Children are consulted about aspects of the pre-school and their views are displayed on boards both inside and outdoors in captioned drawings.

All staff have a good awareness of the safeguarding and welfare requirements of the Early Years Foundation Stage. Clear policies and procedures for safeguarding children are understood by all staff and implemented consistently. There is a robust recruitment and vetting process followed by an in-depth induction and appraisal system to check and monitor staff's suitability to work with children. Staff induction is thorough with time allocated for new staff or students to get to know the children, parents and other staff across the setting. Staff's ongoing training needs and when their checks should be renewed are easily identified due to a clear professional development plan. Consequently, opportunities for staff to improve their knowledge, understanding and practice are effectively implemented. Systems to monitor staff performance and the effectiveness of teaching are in place. Partnerships with parents, external agencies and other providers are well established and make a strong contribution to meeting children's needs and securing the support they need.

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	EY447331
Local authority	Sefton
Inspection number	804623
Type of provision	

Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	18
Name of provider	The Partnership of Karen Hughes and Jenny Tasker
Date of previous inspection	Not applicable
Telephone number	01704535989

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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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