

Kingsley Community Primary Pre-School

Kingsley Community Primary School & Nursery, Middle Lane, Kingsley, FRODSHAM, WA6 6TZ

Inspection date

Previous inspection date

30/01/2013

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 1

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

- Children form secure attachments because all practitioners are highly skilled and sensitive and as a result children's well-being is outstanding.
- Children are motivated, keen to learn and demonstrate the characteristics of effective learning because adults skilfully focus their attention on each child's skills, abilities and needs.
- Children are inspired to explore and investigate their surroundings because the adults create a very stimulating environment. They have very good relationships with each other and with the adults who care for them.

It is not yet outstanding because

- There is scope for children to contribute more to the assessment and self-evaluation processes.

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 and spoke to children in the designated classroom.
- The inspector held meetings with the pre-school teacher and headteacher of the school and had discussions with the staff.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability of adults working with the children and discussed the pre-school's self-evaluation

Inspector

Sheila Riddall-Leech

Full Report

Information about the setting

Kingsley Community Primary Pre-School was registered in 2012 on the Early Years Register. It operates from a room in the Kingsley Community Primary school, adjacent to the school nursery provision. The pre-school serves the local area and has strong links with the school. It is accessible to all children and there is a fully enclosed area available for outdoor play.

The pre-school is open Monday to Friday 8.50am to 12noon and 1pm to 3.15pm, during school term times only. Children are able to attend for a variety of sessions. There are

four children in the early years age group on roll. The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The pre-school employs three members of staff of whom all hold appropriate early years qualifications and who are managed by a qualified teacher, who also has Early Years Professional Status. The pre-school receives support from Cheshire West and Chester local authority.

What the setting needs to do to improve further

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

- extend the opportunities for children to contribute to the self-evaluation and assessment processes so that their views can be more fully taken into account. For example, children can be asked to share their opinions of how well they engaged in activities.

Inspection judgements

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

Adults demonstrate a very clear understanding of how children learn, conducting accurate and detailed assessments of each child's skills, abilities, interests and needs. This enables them to plan a wide variety of suitably challenging activities for children and to support the next stages children's learning very effectively. As a result, children are actively engaged in a broad range of fun and exciting play experiences that stimulate their interest across all seven areas of learning. Children demonstrate high levels of independence as they dress and undress themselves for outdoor play and when going in the sand area. They manage their self-care routines with increasing control.

Communication between children and staff is purposeful. Staff use lots of open-ended questions to extend and develop children's learning and development. For example, children talk about zoo animals and discuss if they would make good pets and give sound and interesting reasons for their decisions. Communication and language skills are given high priority, for example labels around the pre-school name resources, such as the colours of paint, but are also used to annotate children's paintings and displays. This helps children to become more familiar with printed words. A wide range of books and mark making materials are freely available and children independently look at books and discuss the stories. For example, a child selects a favourite book about a rainbow, shares it with an adult and then makes hand prints to add to a large rainbow collage.

Children's personal, social and emotional development is a strong feature of the pre-school. As a result, children take turns, share, willingly tidy up resources and are very confident. Children in the pre-school are very effectively supported to play in small groups and take an active interest in what other children are playing with. They show a very good understanding of appropriate behaviour.

Many developmentally appropriate activities are planned to help children develop physically. For example, the pre-school room is spacious and well organised so children can move around with ease and show good control. The outdoor learning environment is well equipped with both large and small apparatus and toys. There is plenty of space for the children to run freely, climb and develop their skills. Children use a wide range of different sized paint brushes, rollers and cutters for play dough with competency and skill.

Planning documents show that staff have a very secure knowledge and understanding of how to promote children's learning and development. For example, detailed plans are developed from frequent observations and assessments of children which clearly identify their needs, interests, skills and abilities. This means that staff can accurately plan for the next stages in children's learning. Some children are able to contribute to the assessment process as adults record some of their views on planning documents. Staff have very high expectations of the children. Children's starting points are recorded with parents and carers before the child starts at the pre-school. This information, together with regular assessments and meaningful discussions with children as they play, ensure that children are very well supported and offered suitably challenging activities.

Parents are kept well-informed about their child's progress in a variety of ways, which includes informal conversations at the end of the session about what their child has been doing and also through the progress check at two. Photographs and learning journeys are kept on encrypted memory sticks and are accessible to parents at any time. Parents are provided with a comprehensive parents' prospectus with detailed information about the prime and specific areas of learning which helps them understand the meaning and purpose of the Early Years Foundation Stage learning and development requirements. Children are very well prepared for school as the adults have established very close and effective links with the nursery and reception classes. They develop plans together and children share some activities and the outdoor play areas.

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

Adults are highly skilled and sensitive in helping children develop secure emotional attachments. As a result, children form very positive relationships with adults and each other in this warm and exceptionally welcoming pre-school. Adults and key persons take time to get to know the children and their families very well, so that children feel safe and secure and are happy to attend. This effectively develops children's confidence, enabling them to settle quickly and develop friendships. A highly effective key person system is in place and this successfully promotes children's independence and their personal, social and emotional development. For example, an anxious child is fully supported throughout the session and encouraged to play with only one other child at a time in order to develop

her confidence. Children receive excellent levels of support when they transfer between the pre-school and the nursery, helping them to approach new situations with confidence. The pre-school and nursery share facilities and resources and children are very familiar with the rooms and have established good relationships with the adults.

Children behave exceptionally well because adults are positive role models. They speak very kindly to the children and actively encourage their respectful behaviour towards others. For example, children thank each other as they tidy away the play dough. Staff offer plenty of praise and very positive comments to effectively encourage and support children and they respond with smiles, giggles and obvious pleasure. Children develop a clear sense of what they can and cannot do, following sensible safety rules, such as when playing in the rainbow tent. This enables them to be active and robust in their play, whilst establishing boundaries to keep themselves and others safe. Staff are very effectively deployed in the pre-school and roles and responsibilities are clearly defined; as a result high priority is given to children's safety through rigorous supervision.

Children's good health is promoted very well. They are offered a delicious variety of nutritious snacks including fresh fruits, bagels, toast and waffles encouraging them to eat a healthy diet. Hand washing facilities are easily accessible to children, encouraging their independent participation in good hygiene routines.

The pre-school room is most attractively resourced and is a stimulating learning environment. There is an excellent range of high quality resources which are stored to allow free and independent access for the children and encourages inclusion and children's awareness of diversity. Bright displays include examples of children's art work, giving them high levels of pride and belonging. For example, a very interesting display of recent snowy weather includes children's paintings of their snow creations and photographs of children having fun in the snow. Indoor and outdoor play is freely accessible to all children, effectively extending their choices about their own play and learning.

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

The manager and all of the staff have a very good understanding of how to protect the children in their care. For example, staff are very aware of the procedures for child protection and know the systems for reporting concerns. All aspects of the environment used by the children are very well organised; regular risk assessments are carried out and as a result children are able to move around the pre-school safely and with confidence. Safeguarding procedures are robust, ensuring the continuing suitability of adults working with children. All staff refresh their child protection training, which ensures they are up-to-date with current regulations and guidelines. This ensures that children are safe and well protected.

Adults support children's learning and development successfully, demonstrating good and secure understanding of the educational programmes. There is a good balance of child-initiated and adult-led activities, which are very effectively planned and monitored to meet and support children's needs and interests. Adults share their knowledge and expertise

with parents and carers in order to enhance children's development. Consequently, children make very good progress towards the early learning goals.

The pre-school manager has developed good self-evaluation procedures and all staff are able to contribute to the process through regular staff meetings. Plans are in place to involve parents and carers in the self-evaluation procedure but the views of children are not taken into account as yet. The manager has established an appraisal system following the school's policy. Staff training needs are also identified at regular staff meetings and so they have good opportunities to improve and develop their skills and knowledge. All required policies and procedures are in place and regularly reviewed. These are well understood by all staff and as a result there is a consistent approach across the pre-school. The manager is highly motivated and enthusiastic and is successfully able to pass this positive attitude onto the pre-school staff. As a result, all staff are committed to developing and improving the provision.

Partnerships with parents, carers and the school are very well-established, resulting in very good and effective provision. Parents' comments and views are positive and complimentary, praising the supportive and welcoming environment. Highly effective partnerships are maintained with the school that children move on to, with pre-school children mixing freely with the nursery children and at times the reception class. This builds firm foundations for children's successful transition to their next stage of learning and consistency in their experiences.

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	EY446107
Local authority	Cheshire West and Chester
Inspection number	880896
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	8
Number of children on roll	4
Name of provider	Kingsley Community Primary & Nursery School Governing Body
Date of previous inspection	Not applicable
Telephone number	01244981300

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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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