

# Knightsfield Pre-School

Homerswood Junior & Infant School, Kirklands, WELWYN GARDEN CITY, Hertfordshire, AL8 7RF

## Inspection date

25/02/2013

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

### This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
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	1

## The quality and standards of the early years provision

### This provision is outstanding

- Partnerships with parents, outside agencies and other providers are very effective and contribute to ensuring children's individual needs are quickly identified and met effectively.
- The setting's practice consistently reflects high expectations for all the children and staff. Their practice effectively enables children to make excellent progress and prepares them extremely well for school.
- Staff demonstrate an excellent understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. The thorough implementation of robust policies and detailed procedures successfully promotes children's safety and well-being.
- Children are highly motivated and consistently demonstrate the characteristics of effective learning. The educational programmes have depth and breadth and are delivered by staff who have very high expectations of themselves and children, with expert knowledge and a clear understanding of how children learn.
- Key persons are highly skilled and sensitive, and help children to form secure emotional attachments and feel very secure within the setting. They have an excellent knowledge and understanding of the children that they care for and skilfully support children in their next steps in learning.

## 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 children and staff engaged in adult-led and child-led activities in the main play areas.
- The inspector looked at various documents, including policies and procedures, children's assessment records and individualised planning.
- Throughout the inspection, the inspector discussed and jointly observed aspects of the excellent practice with the manager and deputy manager.
- The inspector observed the resources and equipment on offer and how effectively they are organised to support children's play and learning.

### Inspector

Susan Parker

## Full Report

### Information about the setting

Knightsfield Pre-School has been established for some time and re-registered in 2011 on the Early Years Register, following a change of premises. It is situated in purpose-built premises on the site of Homerswood School in Welwyn Garden City, Hertfordshire, and is committee run. The setting serves the local area and is accessible to all children, and there is a fully enclosed area available for outdoor play.

The setting employs six members of childcare staff, five of whom hold appropriate early years qualifications at level 3 or above. The setting opens on Mondays during term time from 8.45am until 11.45am, with a lunch club from 11.45am until 12.30pm, and Tuesdays to Fridays from 8.45am until 3.30pm. Children attend for a variety of sessions. There are currently 43 children on roll who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational 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:**

- build on current systems to evaluate and monitor practice to ensure that the high quality practice already achieved is sustained and consistently improved upon.

### **Inspection judgements**

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

Children thrive and are motivated to learn in this extremely high quality setting. Staff have excellent skills and knowledge of the learning and development requirements, and a clear understanding of how children learn. The exciting, stimulating and extremely well-organised environment, both indoors and outdoors, ensures that all children make rapid progress towards the early learning goals.

Children are extremely well motivated and eager to learn, and consistently demonstrate the characteristics of effective learning. For example, even very young children find their name cards on arrival and self-register by posting their names into their key group coloured post boxes. This enables children to have a real sense of belonging, not only within the setting, but also within their key colour group. Very young children are helped by staff to recognise the first letter of their name and they are praised each time they recognise it. This actively promotes children's understanding that print has meaning.

All children participate in circle time at the beginning of the day, where they share their news from home, discuss the weather and what activities they will be doing. Children are grouped into colour-coordinated key groups for adult-led activities where the planning highlights each child's individually tailored next steps. There is an extremely sharp focus on helping children to acquire communication and language skills and supporting physical, personal, social and emotional development. As a result, children are exceptionally well

prepared for school and their next stage of learning. For example, children develop their social skills as they play cooperatively with each other, take turns, share resources and negotiate and problem solve when carrying out activities.

Children explore a wide range of media and materials, and staff support them to develop their small muscle control and skills by providing them with objects they can pull, push, squeeze and hold. They provide endless opportunities for children to communicate their thoughts and ideas as they explore new and interesting resources and experiences that promote their curiosity and thinking skills. For example, they make marks and explore the smell and feel of shaving foam. Children's manipulative skills are promoted through the provision of activities, such as threading different coloured ribbons into plastic mats. This results in children discussing the colours and patterns as they chat excitedly to the inspector about their creation.

The very well-resourced outdoor environment enables all children to have freedom to explore, be physically active and have first-hand experiences of the seasons and weather. Children have opportunities to develop their large muscle control and coordination as they climb, run, slide and jump. They can choose when to play in the outdoor area and are fully aware of the correct clothing they need and what the weather is like.

Children initiate their own learning through exploration and investigation, and staff use their skills and knowledge to expertly challenge their thinking further. The pre-school has successfully completed the 'Every Child a Talker' programme and children's records evidence that it has had a significant impact on improving children's communication and language skills. Excellent use of sign language and pictorial clues, incorporated into the daily routine, ensures that children with communication difficulties make rapid progress. Visual props, such as real objects and pictures, support those children who communicate non-verbally. Children who speak English as an additional language are supported extremely well through excellent partnerships with parents. Staff obtain words in children's home language and provide dual-language posters to help to develop children's understanding of English.

Assessments of children of all ages are sharply focused, clear and precise. They include contributions from all those involved in each child's learning. Children's records are based on staff's comprehensive knowledge of the children and their families and, as a result, allow staff to support children in making excellent progress in relation to their starting points. A robust system is in place for tracking and analysing children's learning and progress. As a result, children who are at risk of falling below their expected levels of development are identified quickly. This ensures they receive targeted support and appropriate intervention if necessary. Assessments clearly demonstrate that any gaps in children's learning are closing rapidly.

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

Children clearly show that they understand how to keep themselves safe and healthy in the stimulating and safe environment. Staff teach children about health and safety as they promote good hygiene, such as wiping their own noses and disposing of the tissues

hygienically. Key persons are highly skilled and sensitive and fully support children to form strong, secure, emotional attachments which provide a solid foundation for their personal, social and emotional development. For example, children are encouraged to be independent as they select their own resources from the vast range of activities, toys and equipment on offer. They can choose to play in the main room, the quiet room or outdoors.

Children enjoy a wealth of nutritious snacks which they choose when to have and serve themselves. Their independence is further fostered as they dispose of any unwanted food hygienically and clear away their own plates and cups. Individual dietary needs are known by all staff and robust procedures are in place to ensure that children are provided with snacks which contain appropriate ingredients that meet their individual requirements. Snack times are social occasions when children chat with friends and staff about their home, family and interests. Children learn about the need for healthy food and fresh air and the effects of exercise on their bodies as they participate in daily outdoor activities as well as physical education sessions in the school hall every Friday. The children benefit from a separate cosy room where they can rest and explore quiet activities, such as books and soft toys.

Children develop independence and social skills as they help each other with tasks. For example, when putting on their coats and boots for outdoor play. When using the school hall, they dress and undress themselves with encouragement and appropriate intervention from staff.

Children have adopted expected levels of good behaviour from the positive role modelling of staff and by learning from each other. Their behaviour is exemplary because staff provide clear boundaries and implement the behaviour management policy consistently throughout the setting. Highly effective procedures and skilled key persons ensure that children are extremely well prepared for their next stage in learning. Prior to starting the pre-school, children receive a home visit from the manager and their key person. Staff use these visits as an opportunity to find out about the children from their parents and to begin to build positive relationships with children and their families. Staff feel that this is a significant factor which helps children to settle well into the setting. Staff also make close links with the nursery and reception teachers from feeder primary schools to inform them of children's stage of development and learning needs to ensure continuity of learning.

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

Staff are highly qualified and very experienced. Although this appears as a first inspection, the setting has been established for some time and has moved premises. The staff have remained constant and have continued the high quality teaching and learning they have developed over the years. Leadership is inspirational and the robust process of self-evaluation is well documented. It highlights the strong emphasis on maintaining high levels of achievement for all children and focuses on the impact of teaching on children's learning. Strengths and weaknesses are clearly identified and targeted plans are in place to secure continuous improvement.

Staff, children and parents are fully involved in the process and their views are actively listened to and their ideas and suggestions are implemented. High quality systems for professional supervisions are in place, based on staff self-appraisals and discussions with the manager. Staff are regularly observed by the manager to ensure their practice is of high quality at all times. As a result of regular observations by the manager, strengths and weaknesses of staff practice are identified and they are supported to improve their practice through professional development training. This is very effective in enhancing the high quality of teaching and learning practised in this outstanding pre-school.

Staff have a wealth of knowledge and understanding of how to protect and safeguard all children. For example, there are robust policies and procedures in place for safeguarding, recruitment and risk assessments. Staff have completed safeguarding training and have a comprehensive knowledge of what to do and who to contact if there are any safeguarding concerns. Robust security measures are in place to ensure unwanted visitors do not have access to the building. Highly comprehensive risk assessments, which are consistently implemented, keep children safe both indoors and outdoors. All policies and procedures are reviewed and updated annually or more often if necessary to ensure any new information is included. Staff sign to show they have read and understood all policies and procedures.

All members of staff have an exceptional knowledge of the educational programmes. Consistent monitoring of the activities and very detailed planning ensure that children experience a broad and balanced range of experiences that help them progress rapidly and successfully towards the early learning goals. Assessments are consistent and precise and children's progress is carefully monitored to ensure those who may need extra support are quickly identified. Children's needs are exceptionally well met through highly effective partnerships between the setting, parents and outside agencies. Parents are actively involved as parent committee members and the regular parents' meetings and open days ensure that their views are valued as part of the pre-school's continued improvement.

## 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

<b>Unique reference number</b>	EY438928
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	881504
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	22
<b>Number of children on roll</b>	43
<b>Name of provider</b>	Knightsfield Pre School
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07909264440

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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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