

Kingswood Pre-School Group

Kingswood & Broomfield Village Hall,, Gravelly Bottom Road, Kingswood, MAIDSTONE, Kent, ME17 3PX

Inspection date	28/02/2013
Previous inspection date	07/12/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Children interact very well with staff. This is because all staff demonstrate caring attitudes and know and meet the needs of the children very well.
- Children enjoy a healthy lifestyle. This is because the staff promote healthy eating, use good hygiene practises with the children, and offer children lots of physical play opportunities.
- Children behave well. This is because they know the setting's simple behaviour rules and see lots of positive images of good behaviour which are displayed around the walls.
- Children have a good range of interesting activities to choose from. This is because staff have a good understanding of the areas of learning and how young children learn and develop.

It is not yet outstanding because

- Parents report that overall, they are happy with the way the setting operates. However, a few parents queried the effectiveness of policies and how they are kept informed about any changes made to them.

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 the children interacting with staff.
- The inspector discussed a variety of topics with parents and listened to their views.
- The inspector offered to conduct a joint observation with the manager.
- The inspector sampled the setting's regulatory paperwork.
- The inspection took place over three hours.

Inspector

Linda Coccia

Full Report

Information about the setting

Kingswood Pre-School Group opened in 1978 and is registered on the Early Years Register. The group is managed by a parent committee and operates from two rooms within the village hall, in a small rural village near Maidstone, Kent. Children attend from Kingswood and the surrounding villages and rural area. Children share access to an enclosed outdoor play area. The pre-school is open on the following days during term time only; Monday 9.15am to 2.45pm, incorporating a lunch club; Wednesday 9.15am to 1.00pm, incorporating a lunch club; Thursday 9.15am to 12.15pm; and Friday 9.15am to 12.30pm. There are currently 24 children on roll aged from two to under five years. The setting receives funding for children aged two years and funded nursery education for

three and four year olds. The setting currently supports some children who have special educational needs and/or disabilities and who speak English as an additional language. The pre-school employs six staff, of whom five hold appropriate early years qualifications at National Vocation Qualification level two and above.

What the setting needs to do to improve further

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

- help parents understand the setting's policies on important areas such as safeguarding and confidentiality, inclusion and behaviour.

Inspection judgements

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

Staff have a good impact on children's learning and progress. This is because children receive effective support to acquire skills and the capacity to develop in the next stages of their learning, given their starting points and capabilities. The exciting educational programme covers all of the areas of learning. It shows that staff have high expectations of children and is designed to motivate children to be interested and keen learners. For example, the children enjoy exploring how the fire engine works and meeting real fire officers. Individual children's records show that all children are making good progress towards the Early Learning Goals. Children with special educational needs and/or disabilities and those with English as an additional language are also making good progress in closing the gap in their expected levels of development.

Children participate in a good variety of child-initiated and adult-led activities. They learn to operate the cassette player for themselves and happily sing along to the songs as they play with other toys. Children are able to identify letter shapes and some can write their own names. Some children can proficiently identify familiar letter sounds and can pick out other words beginning with those sounds as they look at books in the cosy book area. Children use the dedicated maths area well. They match different sizes of items, learn about weights and have access to a variety of other measuring equipment such as tape measures. They enjoy the role play areas, which allow them to select equipment to make up their own role play scenarios. Children use equipment imaginatively. For example, children selected tubes from the junk play area to use as telescopes whilst taking dolls for a walk in the garden. The children explain 'in case we see something'. Children engage in team games which promote their co-operation. For example, children use the setting's parachute and take turns to run or sit under it. They learn about the air trapped in it. It

also promotes their sensory development in listening to the whooshing sounds it makes and the texture of the material. Children are expressive with craft materials such as glue and glitter, paint and modelling with recycled materials. They also begin to appreciate music and learn about rhythm as they sing goodbye to each other at home time. Parents report they are involved in their children's learning. They explain that key workers ask lots of questions about what children play with and do at home in order to cater for children's interests. Parents are pleased that children talk about the setting and staff whilst at home. They report that they are often surprised at the extent of their children's knowledge and attribute much of their children's learning to the activities children engage in at setting. Therefore, children's receive good support for their learning both in the group and at home.

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

Children are happy and eager to attend the setting each day. They demonstrate this in their body language and demeanour as they move confidently around the setting. The staff help children settle quickly by providing a well resourced, welcoming environment both indoors and outside. The effective Key Person system means that staff get to know children extremely well and can quickly identify any additional needs children may have. Children are happy to chat about their home lives. This shows they feel relaxed and secure with staff. Children have some excellent interaction with staff as they spontaneously learn. For example, the discovery of a big spider on a hose reel in the garden prompted a frenzy of activity from children. Staff expertly accommodate the children's learning and prompt lots of challenging discussion about the spider.

The committee conduct an effective annual risk assessment of the premises, toys and equipment. The manager instigates good daily assessments of the risks to children prompted mainly by hazards left out by other users of the building. Any hazards are dealt with effectively. Children gain a good understanding of risk as they use activities to explore the environment. For example, they know they must wait patiently for turns on the larger physical equipment in the garden so as not to cause accidents to others. Children see lots of positive images for good behaviour around the playroom and have good role models in the staff. Children learn to share toys and have concern for one another.

Children enjoy a healthy lifestyle at the setting. The setting's good hygiene procedures help protect children from cross contamination. Children have their own drinking bottles, which they use regularly throughout each session. Children learn about healthy food because they have healthy food options at snack time. They talk about how different foods help their bodies grow strong. Staff also advise parents about the healthy food options for lunch boxes. Children have lots of opportunities for physical activities both indoors and outside each day.

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

The parents are the owners of the setting and have an elected committee to oversee the general running of the group. They employ a manager who has day-to-day responsibility for the children and staff. The newly elected committee are currently reviewing all policies and procedures to ensure they implement them effectively. For example, all staff and committee have agreed the procedures for the storage of children's confidential records so that they never need to leave the premises. The manager has overall responsibility for the records. One member of the committee, who is experienced in dealing with child protection issues, is the lead person for safeguarding children. She has completed the designated person training. All staff have also completed safeguarding training and know the setting's internal reporting procedures. These have also been updated recently. The other regulatory paperwork, such as, children's accident and incident records are well maintained. This shows that children's well being is a high priority to staff.

The committee and manager are committed to employing staff that are qualified and suitable to work with children. They implement the rigorous and robust recruitment and vetting procedures effectively. Staff undergo an effective induction programme. They also have individual supervision sessions with the manager leading to an annual appraisal. Staff set their own training targets. They choose areas of individual responsibility with the manager. For example, one member of staff chose to be the nominated inclusion officer for the setting. She has undertaken training for this subject. This shows that everyone understands the responsibility towards the staff's individual professional development. Therefore children benefit from staff's individual areas of expertise.

The manager effectively monitors the educational programme. She demonstrates this through the detailed planning for children's individual next steps. This is a direct result of effective observation and assessment of children by staff. Staff demonstrate a secure understanding of the areas of learning and how young children learn and develop. Staff are able to provide effective interventions for children when necessary. These may include working closely with other specialist teaching services and health professionals. The setting has very close relationships with the local primary school and has good procedures in place to help children in their transition to school.

The setting's manager has completed an on-line assessment of the setting's strengths and weaknesses. She has effectively identified these by taking into account the views of staff, parents, children and the recommendations made at the setting's last inspection. For example, feedback from parent questionnaires has prompted improvements in the range of books available to children and, the teaching of skills such as the use of scissors. The committee fully support the action plans for improvement. This shows the setting is making a concerted effort to improve. Parents report that overall, they are happy with the way the setting operates. For example, that staff are helpful and provide lots of information about the progress their children are making. However, some of the parents interviewed feel that they don't know enough about the policies and how they impact on the children. Overall, children benefit from good consistent care in an inclusive setting.

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	127309
Local authority	Kent
Inspection number	888676
Type of provision	Sessional provision

Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	30
Number of children on roll	24
Name of provider	Kingswood Pre-School Group
Date of previous inspection	07/12/2009
Telephone number	07729 499 508

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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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