

Flying Kites Pre School

Scout Association, Institute Road, Taplow, MAIDENHEAD, Berkshire, SL6 0NS

Inspection date

21/03/2013

Previous inspection date

08/05/2011

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

- Children make good progress in their learning and development. Staff undertake regular observations and monitor their progress closely to identify their learning needs well.
- Children form positive relationships with each other and the staff. They are happy and settled at the pre-school.
- Staff demonstrate a good understanding of their responsibilities to safeguard children in their care. Staff and volunteers implement the pre-school procedures to promote the safeguarding of children strongly, such as procedures for the storage and use of personal mobile phones.
- The pre-school has strong partnerships with parents and other settings children attend. This promotes consistency in meeting children's care and learning needs.

It is not yet outstanding because

- Children do not always have consistent access to resources to promote their independence during art and craft activities or that may appeal particularly to boys to encourage their writing skills.
- Snack times do not fully involve children in the preparation of food to promote their growing independence.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector undertook a joint observation with one of the owners of the pre-school of an activity between a staff member and a small group of children.
- The inspector viewed the indoor and outdoor areas of the premises, and the resources and activities available to children.
- The inspector asked the staff and owners questions about their roles and responsibilities.
- The inspector spoke to children and parents during the inspection.
- The inspector sampled paperwork including some of the pre-school policies, educational plans and children's progress records.

Inspector

Sheena Bankier

Full Report

Information about the setting

Flying Kites Pre School is privately owned. It registered in 2010. The pre-school operates from the Scout Association hall in Taplow, near Maidenhead in Berkshire. Children attend from the local and surrounding community. The pre-school is open five mornings a week from 9.30am until 12.30pm. On Tuesday and Thursday, the pre-school offers an 'all day' session, where children are able to stay from 9.30am to 3.30pm. The pre-school is open term time only.

The pre-school is registered on the Early Years Register only. It cares for up to 32 children at any one time. Children may attend from the age of two to five years of age. There are currently 49 children on roll in the early years age range. Early education funding is available to children from the age of three. The pre-school are able to support children with special educational needs and/or disabilities and children who speak English as an additional language.

The pre-school employs six members of staff. Of these, four hold appropriate early years qualifications. Three staff are working towards gaining or furthering qualifications. The pre-school receives support from the local authority and through the Pre-school Learning Alliance.

What the setting needs to do to improve further

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

- review resources to: a) support the older and more able children's independent skills during art and craft activities, such as having scissors available to create their own shapes, b) consistently provide materials and activities that will appeal particularly to boys to encourage and develop their emergent writing skills
- develop children's further involvement at snack time, for example, involve them in the preparation of the food.

Inspection judgements

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

The pre-school offers settling-in visits for children and parents. They gain good information about children's needs and interests from parents. This enables the pre-school to understand and meet children's needs well. Observations of children on entry to the

pre-school means that staff build a strong picture of children's starting points. As a result, the pre-school are able to scaffold children's learning and development, which means children make good progress.

The staff have a good understanding of the areas of learning and how these link to the activities and play experiences on offer. Effective team work enables staff to develop a good understanding of children's next steps of learning. This means staff are able to support all children consistently. Good records of children's progress are in place. These include written observations, photographs and children's own work. Staff monitor children's progress closely. As a result, staff develop a good understanding of each child's learning and development. The pre-school carry out required checks, such as the two-year-old progress check. Parents receive ongoing information regarding their children's achievements and progress informally and formally. For example, staff exchange information daily with parents as they arrive with their children and collect them. Parents' evenings enable staff and parents to discuss children's progress in detail and summaries of progress are shared. This supports children's learning and development consistently as the pre-school work closely with parents.

Children benefit from good play-based activities that cover all the areas of learning. This supports children's progress well. Staff interact with children effectively. They ask open questions, encourage discussions and counting during play and activities. This supports children's thinking skills, communication and language development and mathematical skills strongly. Art and craft activities at times do not consistently challenge the older and more able children sufficiently. For example, the use of pre-cut shapes reduces children's independence. This means children are unable to create independent work or develop their physical skills further by using small tools. The activities and play experiences occupy children well. Children have good concentration skills. They spend time engaged well in the activities on offer. The pre-school have writing materials in different areas of the premises, such as the role-play area and outdoors. However, alternatives to pens and paper are not always consistently available to encourage boys in particular to develop their emergent writing skills further. Children develop good skills to support them in being ready to start school. The self-registration system encourages children to learn to recognise their names. Children are encouraged to write their names on their artwork. They develop good listening skills, such as at the group 'carpet time', when they listen to their friends at 'show and tell'.

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

The environment is set out effectively. Shelving and storage units divide the large hall into smaller defined areas. Colourful rugs make the environment welcoming and comfortable where children can relax and play. The pre-school operate a lending library to children and parents. This positively promotes the sharing of books at home. Children have access to 'real life' resources, for example, scales and cake tins with the play dough. This promotes children's mathematical development and imagination as they recreate real or imagined experiences. Resources are stored to enable children to make their own choices. This means children are able to initiate their own play and activities effectively.

Children settle well on arrival. Staff are available to support children who need help separating from their parent or carer. Children form positive relationships with staff, for example, they confidently approach staff to chat and to show them things. This reflects that children feel safe and secure. Boundaries and behaviour expectations are clear. Children respond well to the discussions with them about being safe, for example, children call out they need 'to use their walking feet' when asked about indoor boundaries. Staff positively interact with children. Children receive plenty of praise and encouragement. Staff have a good understanding of appropriate behaviour strategies. They work closely with parents to promote a consistent approach to managing behaviour at home and at the pre-school. This supports children's positive behaviour well.

Healthy balanced snacks soundly encourage children's understanding of healthy food options. Children develop good independent skills as they collect a cup and plate, serve themselves and pour their own drinks. However, children are not involved in the preparation of food at snack time to promote their further understanding of healthy lifestyles. Children enjoy going outside to play. They use varied physical play equipment that provides challenge and interest, for example, logs and 'stepping stones' to balance on. This develops children's coordination and spatial awareness well. Staff promote children's good understanding of the effects of physical activity on their bodies, such as running around to keep themselves warm and healthy.

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

The pre-school has effective safeguarding procedures. Effective risk assessments and safety checks cover the indoor and outside areas, with daily checks taking place. The outdoor area is secure and has appropriate height fencing to enclose it. Staff are deployed to supervise children well. For example, as more children go outdoors, more staff go outdoors to supervise them. This means staff provide sufficient supervision indoors and outside to promote children's safety consistently. The pre-school undertakes suitability checks for new staff, including taking up references and required checks. Volunteers and new staff demonstrate they have a good understanding of the pre-school safeguarding procedures. For example, they know they cannot take children to the toilet or be left unsupervised with children.

Self-evaluation processes are effective. Staff, children and parents all contribute to the pre-school's good evaluation processes. The staff take positive account of children's interests through their daily interactions and discussions. Parents' views are sought through annual questionnaires. The pre-school effectively identifies its strengths and areas to develop and improve. They put in place action plans to address further improvements. This means the pre-school implements improvements in a timely manner and evaluates the impact of them. Staff have daily opportunities to discuss children's needs and practice with the owners and regular staff meetings are held. The owners work hands-on in the pre-school. This enables them to monitor practice and the effectiveness of the service strongly. The owners and staff of the pre-school attend regular training and the local

authority provides advice and support. This results in the pre-school developing its practice and service effectively.

The pre-school is proactive in forming partnerships with other settings children attend and has good links with the local school. This enables them to work consistently with other settings. Parents spoke highly of the pre-school and staff at the inspection. The pre-school provides good information to parents, such as information displayed at the premises and through its website. Staff develop positive and friendly relationships with parents, which enables them to work effectively with families.

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 action. 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	EY420050
Local authority	Buckinghamshire
Inspection number	909373
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	32
Number of children on roll	49
Name of provider	Flying Kites Pre School
Date of previous inspection	08/05/2011
Telephone number	01628 665768

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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, which are usually the childminder's 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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