

Kegworth Village Hall Pre-School

Kegworth Village Hall, Nottingham Road Kegworth, DERBY, Derbyshire, DE74 2EH

Inspection date

18/03/2013

Previous inspection date

01/10/2009

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 are motivated and engaged well in their play because the manager has introduced continuous provision to help them learn. They can freely access the resources and enjoy activities to cover all areas of learning. Consequently, all children are making good progress in their learning and development.
- Practitioners plan exciting and challenging experiences for children based on thorough assessment of what they can do when they start at the setting. They continue to make regular, detailed assessments of children and record their progress in comprehensive 'learning journeys'. The information collected demonstrates clearly the progress children are making over time.
- Children are happy and settled in the setting because there are good arrangements in place to make sure they build strong attachments with their key person and other practitioners.
- The manager is keen to continually improve practice in the setting to make sure it best meets the needs of the children who attend.

It is not yet outstanding because

- Opportunities for children to learn that they have similarities and differences that connect them to, and distinguish them from others, are not maximised.
- Younger children are not as well-engaged in some large group activities because they are not able to concentrate for long periods of time.

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 observed children during activities indoors and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's assessment records and a range of other documentation.
- The inspector spoke with the manager and practitioners at appropriate times throughout the inspection.
- The inspector took into account the views of parents and carers spoken to on the day.

Inspector

Joanne Gray

Full Report

Information about the setting

The Kegworth Village Hall Pre-School was registered in 1983 and is on the Early Years Register. It is situated in two rooms of the village hall in Kegworth, Derbyshire, and is managed by a committee. The setting serves the local area and is accessible to all children.

The setting employs three members of childcare staff. Of these, one holds appropriate early years qualifications at level 6 and two at level 3. The setting opens Monday to Friday, term time only. Sessions are from 9.15am until 12.15pm on Monday, Wednesday, Thursday and Friday. On a Tuesday it opens from 9am until 3pm. Children attend for a variety of sessions. There are currently 23 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports children who speak English as an additional language.

What the setting needs to do to improve further

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

- extend opportunities for children to learn that they have similarities and differences that connect them to, and distinguish them from others. For example, make a display or book of the children and their families to show all the people who make up the community of the setting
- review the delivery of large group activities to further enhance the provision for communication and language. For example, have separate 'story times' for younger children to fully support their engagement and participation.

Inspection judgements

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

All practitioners have a good understanding of the Early Years Foundation Stage learning and development requirements and know that children learn best through play and first-hand experiences. Therefore, they are able to plan stimulating activities that support their development in all areas of learning. The setting is particularly good at observing and recording the children's starting points, this means they are able to plan challenging experiences for them from the onset. Practitioners also complete a progress check on all children twice a year and share them with parents. They agree next steps in learning

together and practitioners offer suggestions for parents to extend their children's learning at home. All children have a 'learning journey' which contains a variety of observations and photographs to show children's learning over time. Practitioners also share this with parents and parents say they know they can look at it at any time.

Children make decisions for themselves and are becoming independent because they can self-select from a range of easily accessible toys and resources. This also means that children have time to become deeply involved in activities which encourages them to persist at their learning. Children access resources to support their early writing skills because they are provided alongside all activities. For example, clip boards and pencils outside and 'prescription' slips in the role play. Children are developing love of books because they have access to a large selection, which are also provided alongside all activities. For example, a cookery book in the home corner and one about shapes by the construction area. Practitioners support children's early reading skills as they point to the text as they read books to them. However, younger children sometimes become distracted during whole group times because they cannot concentrate as long as their older peers. This means they are not always supported to develop effective listening skills to equip them for their future learning.

Children develop their physical skills as they ride around on their bicycles at high speed and enjoy chasing each other. Practitioners extend activities around children's interests and follow their suggestions and this means they are motivated to learn. For example, they provide resources to make a car track for toy cars and show children how to chalk on the floor outside to make a road for the bikes. Children are also encouraged to solve problems and take risks in their learning. For example, practitioners encourage them to think about how they can get their bikes safely through a narrow part of the play area. Practitioners are skilled at using open-ended questioning to encourage children to think about solutions, such as 'what else do you think we could put on there?'.

Children with English as an additional language have confidence to learn English as they have their own languages valued in the setting. For instance, children enjoy sharing books in their home language that parents bring in from home. Practitioners also give children time to respond to their questions and repeat back words to them, pronouncing them correctly, so children learn how to say them. This means they are becoming skilled in both languages. Children are learning about diverse cultures because they celebrate a variety of different festivals. For example, they enjoy learning about Chinese New Year and parents bring in Cantonese resources for them to use in the home corner. However, opportunities for them to learn about their own similarities and differences are less well explored.

Children's mathematical understanding is developed because practitioners encourage them to make simple calculations as they play. For example, when helping children to get paper for a street map, they ask questions, such as, 'how many will one more make?' 'what if we take one away?'. Children get the answers right and smile when they tell them 'well done, you are good at maths', supporting their self-esteem and sense of achievement. Children use their imaginations as they pretend to take their 'poorly' dolls to the doctor. They play cooperatively as they decide who will be the doctor and write their name on the doctor's name badge. Children have plenty of opportunities to take part in other expressive art and design activities because they have independent access to a variety of craft materials. For

instance, they enjoy creating pictures with glitter and learn to use different tools as they spread the glue and paint.

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

Children have formed strong attachments with practitioners and have a good sense of well-being because there is an effective key person system in the setting. Children who are a little anxious about separating from their parents are supported well by practitioners who acknowledge their feelings and reassure them. This means they are soon happy to go off and explore the activities and their learning is uninterrupted. Practitioners find out about children's preferences from their parents before they start. This also helps promote children's sense of security as they make the transition between their home and the setting.

Children play well together and have good behaviour because practitioners have consistent boundaries in place and carefully explain why children need to be kind to each other. They also know their children well and understand that changes in their home circumstances can affect their behaviour. Therefore, they adapt their interventions appropriately and sometimes provide additional resources to avoid unnecessary conflict. In addition, practitioners play games with children in small groups so they learn to share and take turns. Children learn to keep themselves safe because practitioners remind them not to run around the playroom.

Children are learning to be active and understand the benefits of physical activity because they have free-flow access to the outdoor area, where they have plenty of room to run around. They are learning about the importance of a healthy diet because they have healthy snacks of wholemeal toast and fresh fruit. Practitioners also explain that they have milk or water instead of sugary juice drinks because they are better for their teeth. Children are supported to be independent as practitioners show them how to do things for themselves and give them time to practise. For example, when putting on their coats, practitioners demonstrate how to put their hoods on first and then find where their arms go. Children also wash their own hands before snack, pour their own drinks and clear away after themselves. Children are supported well with their toilet training because, when they have occasional accidents and become upset, they are not made to feel they have failed. Instead, practitioners tell them 'that's fine, we can just get changed'.

Children are well-prepared for transitions to the local school, because teachers come to visit them in the setting. Practitioners also take children to events at the local school, such as the nativity play. This helps reassure the children about the next stage in their learning and assists the teachers to gain valuable insight into the children's personalities and needs.

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

Children are well-safeguarded in the setting because all practitioners have been fully trained and know the correct procedures to follow should they have any concerns. The setting is safe and secure because the door is locked during session times and visitors are reminded not to use mobile telephones. Accidents are managed well in the setting because all practitioners have carried out first aid training, they record all accidents and give parents a detailed description of what happened and any treatment administered. Children are well-supervised because the manager carefully plans staffing requirements to ensure the correct ratios are maintained. For example, she makes arrangements in advance to cover practitioners who may be off due to illness. There is a named and competent practitioner, with a level 3 qualification, who can deputise for the manager if she is absent. Sound recruitment and vetting procedures ensure that those working with children are suitable to do so. In addition, new practitioners are given thorough induction before they begin working with the children. The manager keeps well-organised records and policies and procedures to support the children's safety and welfare. This means parents are well informed about how the nursery operates and practitioners are supported to implement them consistently.

In order to identify any gaps in children's learning the manager regularly checks all the children's 'learning journeys'. This means she ensures they are showing an accurate assessment of children's skills, abilities and progress and can support practitioners to target specific areas of learning if necessary. The manager works alongside practitioners so she role models good practice and observes them to identify any areas of their practice which require improvement. There are good processes for staff supervision as the manager has regular appraisals with all practitioners. They say they feel well-supported and that their manager is approachable and caring. They agree together what training they would like to access so there is a good culture of continual professional development.

Practitioners know what to do if they think a child requires extra support with their learning. They work closely with the local authority workers who come into the setting to spend time with children needing extra help with their speech and language development. They extend children's learning further by carrying out activities suggested by these support workers. Partnership with other settings that children attend is good because the manager liaises with them regularly and shares progress reviews with them. This means there is continuity in the children's learning. The setting has effective partnership with parents. There is a good two-way flow of information to support children's learning and they say they feel very welcome in the setting. The manager communicates with them in different ways to suit their needs. For example, she now emails information to some parents as they prefer this method.

The manager has completed a self-evaluation form and is keen to further improve the setting in order to promote outcomes for children. This means she has a good understanding of the setting's strengths and weaknesses and can target her drive for improvement. The manager also works in partnership with practitioners, the committee and support workers from the local authority to inform her priorities for improvement. Parents also contribute because they complete questionnaires about the setting which are evaluated and responded to. The manager has made some changes in response to these questionnaires, such as introducing a lunch club.

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	226222
Local authority	Leicestershire
Inspection number	906544
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	23
Name of provider	Kegworth Village Hall Pre-School
Date of previous inspection	01/10/2009
Telephone number	01509670810

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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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