

# Kipling Lions Pre-school

c/o Rudyard Kipling Primary School, Chalkland Rise, Brighton, East Sussex, BN2 6RH

<b>Inspection date</b>	27/06/2013
Previous inspection date	08/10/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Staff have high expectations of the children and provide a varied range of activities that help to guide and stimulate their learning.
- Children are happy and relaxed in their play because staff work well to provide an emotionally secure and comforting atmosphere.
- There is a high level of guidance and support for staff from the managers and owner. As a result staff practice is good and benefits children and their families.
- Health and safety are prioritised in the pre-school. As a result a secure and safe environment is provided for children.

### It is not yet outstanding because

- The range of information and communication technology is not extensive and the computer is not always on for children to use.

## 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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector took into account the views of children.
- The inspector took into account the views of parents.
- The inspector observed children and staff.
- The inspector viewed assessment and planning documentation.

## Inspector

Rachel Southern

## Full Report

### Information about the setting

Kipling Lions Pre-school first opened in 1993 as a sessional group. It was registered to provide full day care in 2003, and is managed by a parent run committee. It is accommodated in a self-contained unit in the grounds of Rudyard Kipling School in Woodingdean, Brighton, and has one main playroom and sole use of its own outdoor area. The pre-school is open from 8.30am until 3.30pm, Monday to Friday. The pre-school operates during term time only. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The pre-school currently has 48 children on roll. It is in receipt of nursery funding for children aged three and four. The pre-school supports children who are learning English as an additional language. The centre has wheelchair access. There are nine members of staff, of whom six hold appropriate qualifications. Staff receive support from the local authority.

### What the setting needs to do to improve further

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

- develop further the range of programmable toys and information and communication technology and the frequency with which they are available for use.

### Inspection judgements

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

Staff have high expectations of the children which are based on accurate assessments and observations. These are used to plan interesting and challenging experiences for children. Staff have a good understanding of how to promote children's learning and development. Staff are skilled at playing alongside children and extending their play and ideas through questioning and demonstration. This helps to engage children with play for lengthy periods and as a result they build good concentration skills.

Children enjoy an enriching range of activities which help them make good progress in their learning. They learn particularly well about their local community. For example, they use books and story time resources that represent the surrounding community and enjoy activities that link to familiar aspects of their home lives such as 'transport' and 'jobs we do'. There is a well-stocked dressing-up area which children enjoy using and a well-resourced arts and crafts area.

Staff are enthusiastic in their conversations with children, extending their vocabulary and giving them sufficient time to respond to questions. This helps to build their

communication skills. For example, during an activity about transport the children are encouraged to think about words such as 'driving' and 'sailing'. This helps children to think about language and appropriate words. There are plenty of wall displays and resources relating to mathematics and blocks and bricks are particularly popular. Staff encourage children to use the blocks to extend their thinking about height, shape and size. This provides children with a secure basis for developing skills in numeracy, comparing and ordering. Children have some opportunities to use information and communication technology but the range of resources is not extensive and the computer is not always on. This means that children cannot always explore this aspect of their learning.

There are effective partnerships with parents. The children's key person encourages parents and carers to share information from home that might impact on a child's life, such as the birth of a new baby or transition to a new school. Parents are provided with information about themes and topics and kept up to date with their children's individual development. This ensures that parents are fully involved in their children's learning.

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

Staff provide a warm and caring environment, with good use of a key worker system to promote children's secure attachments with familiar adults. There are displays around the pre-school in different languages, some created by parents of children. This provides a strong connection between home and pre-school and builds security for those children who are learning English as an additional language. Staff have developed some excellent relationships with the families in the local community. Links with parents are committed and thoughtful which provides a welcoming atmosphere for children and families. Staff are calm and act as good role models. As a result children's behaviour in the pre-school reflects their relaxed feeling of security. Staff make cosy spaces for children to be cuddled and to have quiet times, which helps them to feel secure.

The pre-school supports children in developing a good understanding of a healthy diet, providing a choice of nutritious fruit and drinks at snack times. Displays and books showing different kinds of diets and food are available in the book corner. All staff have recently completed a healthy eating training programme and are developing resources and activities reflecting their new found knowledge. The garden area is well resourced with a ship-shaped climbing frame, trikes, balls and resources that encourage children's balancing, running, jumping and large motor skills. This helps children's progression in all areas of their physical development.

Staff are sensitive to the emotional impact on those younger children experiencing changes at home and to preparing older children for the move from the pre-school to school. Groups of older children are encouraged to talk about all aspects of school life, and regularly make visits to the neighbouring primary school. This has clearly brought reassurance to those children making this move.

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

Management, supervision and accountability are clearly understood by the manager, deputy manager and members of the pre-school committee. Staff are encouraged to reflect upon their continuing professional development and improve their knowledge and practice through gaining qualifications. New members of staff are offered regular weekly supervision sessions to ensure they are clear about their role. As an additional strategy to support staff, each member has a 'buddy' to support them and answer questions if needed. This has provided a strong bond between members of staff which can be seen in their communication and manner, both with each other and families coming into the pre-school.

Both management and staff fully understand the requirements of the Early Years Foundation Stage. They have a secure knowledge of the possible indicators that a child may be at risk of harm and what to do if they have concerns about a child in their care. Health and safety is prioritised in the pre-school. Safety notices and displays for children, parents and staff are easily seen. The premises are fully secure and children cannot access the kitchen and the staff room. Staff's knowledge and implementation of health and safety procedures ensures a secure, safe and reassuring environment for children.

The management of the pre-school provide effective techniques for self-evaluation through appraisal and reflection. Staff meetings are held regularly to discuss planning and changes to practice. Recently senior members of staff have reviewed their assessment and planning documentation. This has resulted in developing a good level of understanding of the educational programmes and how staff monitor and meet the individual learning needs of children in the pre-school.

Partnerships with families using the pre-school are relaxed and effective and, as a result, parents feel confident in the pre-school's practice. The manager, in particular, has worked hard to provide effective support for children and families during the move to school. Staff and management have developed good links with outside agencies, local amenities and other providers. Effective contact has been made with other external professionals to support children's developmental needs and this has been effective in supporting the needs of particular children.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## 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

<b>Unique reference number</b>	130748
<b>Local authority</b>	Brighton & Hove
<b>Inspection number</b>	840808
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	40
<b>Number of children on roll</b>	48
<b>Name of provider</b>	Kipling Lions Pre-school Committee
<b>Date of previous inspection</b>	08/10/2009
<b>Telephone number</b>	01273 309 352

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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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