

Kingsbury Episcopi Pre-School

Kingsbury Episcopi Primary School, Stembridge, Martock, Somerset, TA12 6BP

Inspection date	22/10/2013
Previous inspection date	25/11/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
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 notice what arouses children's interests and provide good support so that children make links in their learning.
- Staff encourage children's communication and language skills well.
- Children develop confidence and become independent learners owing to the good organisation of resources both indoors and outside.
- Staff document good evidence of children's development and share this regularly with parents so that they can support learning at home.

It is not yet outstanding because

- Staff sometimes miss teaching opportunities to encourage children to think of ways of solving problems or describe ways of doing things for themselves, to promote their development further.

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 in the indoor and outside environments.
- The inspector carried out a joint observation of an activity with the pre-school leader.
- The inspector spoke to staff, parents and children.
- The inspector held a meeting with the pre-school leader.
- The inspector checked safeguarding information and sample documentation, including some policies and procedures and children's development records.

Inspector

Elaine Douglas

Full Report

Information about the setting

Kingsbury Episcopi Pre-School re-registered in 2004 at Kingsbury Episcopi Primary School, in Stembridge, near Martock in Somerset. It is run by a committee of volunteers. The pre-school operates from an extended designated classroom attached to the school, for which there is a separate entrance and of which the pre-school has sole use. The pre-school has its own toilet facilities and kitchen. Children use an enclosed garden for outside play and some school facilities, such as the front playground and the hall.

The pre-school is registered on the Early Years Register. There are 23 children on roll in the early years age range. The pre-school receives funding to provide free early education for children aged two, three and four years. The pre-school is open each weekday during school term times only. Sessions are from 9 am until 12 noon on Mondays, Wednesdays and Fridays, with an option of staying for lunch between 12 noon and 1 pm. The sessions are from 9 am to 3.15 pm on Tuesdays and Thursdays.

There are six staff who work directly with the children. The pre-school leader holds a foundation degree and is working towards an early years degree and Early Years Teacher status. Four staff hold an early years qualification at level 3 and one member of staff holds a level 2. The pre-school committee also employs an administrator who is working towards a level 3 qualification in pre-school administration.

What the setting needs to do to improve further

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

- extend staff awareness of encouraging children to think of their own way of doing things or ways to solve problems to promote their development fully.

Inspection judgements

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

Staff have a good understanding of how children learn. They plan effectively for each child's individual learning needs. This success is because they seek good information on children's starting points on entry, make regular on-going observations and identify children's possible next stages of learning clearly. They share good information with parents and other providers who care for some of the children who attend, so that all can have a consistent approach in supporting children's development.

Stimulating activities motivate children to take part and to initiate their own learning

through play; consequently, children make good progress. Staff encourage children to make good links in their learning. For example, after enjoying an activity about their growth, children engage in role-play playing the parts of babies or adults. Staff extend children's awareness of growth through looking at books about caterpillars becoming butterflies and children show staff a book about body parts.

Children make good progress in their mathematical development through staff encouraging them to place things in order of size or make pictures from shapes. Children use numbers in their play or conversations, such as explaining how they are 'now three' after being two- years-old. At snack time, staff encourage children to count how many plates they need and children talk about their cup being 'half-full of milk'. Staff help children in complete jigsaw puzzles by encouraging them to match colours and shapes, or discussing where various picture parts go, such as a 'head at the top' and 'feet at the bottom'. However, staff sometimes miss opportunities to encourage problem solving in children's day to day experiences. They do not always encourage children to describe ways of solving problems or think of ways of doing things for themselves. For example, staff tell children to remove their jumper and have a drink if they get hot, rather than asking what they might do to cool down. Staff get sand out of a watering can for children rather than asking how they might do this.

Children develop good skills for their future learning. They are confident to answer their names or speak to the whole group at 'circle time'. Staff demonstrate that they are listening to children, so most are eager to respond to questions and take part in group-discussions, knowing their contributions will be valued. This encourages children to initiate or continue conversations with staff and their friends, talking about their family or their experiences, for example.

Children learn to work well either together or independently. They are motivated to take part in activities and through good support from staff persevere with skills they find difficult. For example, when children struggle to use scissors staff provide just enough support for children to succeed. Children are active learners moving around the premises, selecting resources and activities. They develop early writing skills as staff give them pens to write their name on their pictures. Children use water and brushes in the garden and learn that feathers can be used for writing. Children find where to sit at lunchtime or their drawer for their belongings by reading their name. Staff support the younger or less able children effectively by sounding out the letters. All such activities and routines help children gain useful skills for their eventual move to full time education.

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

Children arrive at the pre-school happy and eager to get involved in activities. They confidently separate from their parents or carers and develop secure attachments to staff. This emotional attachment develops is because staff support children in settling-in according to their individual needs. Parents comment positively on how this procedure enables both themselves and their children to feel secure. The good 'key person' system ensures each child has a special adult, who gives parents good information daily about

what their children have been doing.

Staff ensure that they include all children and support individuals well if they find it hard to join in. For example, they inform the adult leading a whole group activity if they see a child appears eager to answer a question but not confident enough to put themselves forward. This sensitivity helps children gain confidence.

Children are polite and demonstrate that they understand the expectations of the staff. They put their hand up to answer questions in a group and say 'excuse me' when they wish to speak. Children behave well. Staff re-direct any unwanted behaviour effectively. For example, children pretended to be 'fighting dinosaurs' but soon changed following quick intervention and were 'looking for food' instead. Next they enjoyed books about dinosaurs.

Staff plan stimulating, welcoming and well resourced environments both indoors and outside. These promote children's well-being, support them in becoming independent learners and stimulate their interest in learning. Staff prepare children well to be ready for when they move on to other settings or school, through promoting their skills and confidence. Staff deploy themselves well indoors and outside, informing each other if they have to leave the area, to ensure they always supervise children and meet their needs.

Children develop a good understanding of safe and healthy practices. Staff remind them to have regular drinks of fresh water and how to sit cross legged so others do not trip over them. Children have daily opportunities to be out in the garden and learn how to dress appropriately for the weather, putting on their boots and coats.

Staff invite visitors to enhance children's learning. For example, one visitor plans a wide range of arts and craft activities, games and stories to promote children's awareness of how their bodies work. Staff open windows to keep the room at a reasonable temperature and they keep the premises suitably clean. Children are beginning to use tissues to wipe their noses and understand how to prevent spreading germs. Staff observe children washing their hands to ensure they do so thoroughly. Visits, such as trips to the 'forest school' promote children's awareness of the safety relating to fire, brambles and berries.

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

The leadership and management team has a good understanding of its responsibilities in meeting the requirements for the Statutory Framework for the Early Years Foundation Stage. Vigilant staff effectively monitor the arrival and departure of children. They carry out good risk assessments to keep them safe. They all attend child protection and first aid training, so they have a good understanding of how to protect children's welfare and the skills to do so. Good recruitment and induction procedures ensure that staff have a strong awareness of their roles and responsibilities. A suitable complaints policy is in place.

The inspection was brought forward following a concern that children were going home

with injuries due to other children's behaviour. The inspection found that staff are aware of their responsibilities to manage children's behaviour. The pre-school leader monitors children's behaviour, having done so in the past. The pre-school leader held a meeting with all staff; using their knowledge from previous training, they set actions in conjunction with the parents to manage specific behaviour concerns. The leader evaluates accidents and incidents, and with the committee look at ways to eliminate them. As a result, they have re-organised some areas of the indoor environment to provide staff with better supervision of the playhouse. In addition, the leader now has a procedure in place to seek additional support quicker if they feel their strategies are not effective enough.

The manager uses good systems to have an overview of each child's learning and identify any gaps in children's development. Staff complete the required progress checks for two-year-old children and provide a copy for parents. Staff have good partnerships with parents and other providers that children attend. They have good opportunities to have discussions with other providers, when they collect the children from the pre-school. This ensures that they have good information to promote children's learning and care needs. Written records include photographs, comments on children's characteristics of learning and the child's voice. Parents comment that they have regular discussions with their child's key person and receive regular written and verbal feedback on their child's development and care.

The management involves all staff, parents and children in evaluating the provision to ensure they meet the needs of their users. Staff use questionnaires to find out parents opinions on specific areas of the provision. For example, through a recent survey, they have looked at ways of providing information to parents and, at their request, are in the process of obtaining email addresses. Through training and research, staff provide new resources to enhance children's learning. For example, they use photographs of the children to create a number line, which gains children's attention and interest to learn. They have made games out of pictures of superheroes, which has had a particular positive impact on boys play. Regular supervision and appraisals help the manager and staff to identify their training needs, so that all staff continue to update and improve their knowledge to provide good outcomes for children.

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	EY284915
Local authority	Somerset
Inspection number	937101
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	29
Number of children on roll	23
Name of provider	Kingsbury Episcopi Pre-School Playgroup Committee
Date of previous inspection	25/11/2011
Telephone number	01460 241004

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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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