

Katherine Wheel Pre-School

St. Katherines CP School, St. Katherines Lane, Snodland, Kent, ME6 5EJ

Inspection date	05/12/2013
Previous inspection date	19/01/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 know children well and the key person system is effective. As a result children's individual needs are met well and children are happy and confident.
- Staff are motivated and have a good understanding of how children learn through good quality play.
- A robust evaluation process means that areas for development are effectively targeted. This ensures children's care, learning and progress are promoted to a good level.
- There is a strong focus on play and learning in the outdoor environment. All children explore the outdoor space with enthusiasm and excitement; this helps them develop many new skills and supports their enjoyment and well-being effectively.

It is not yet outstanding because

- Writing materials are not always freely available in different areas of the pre-school, such as the role-play area, to fully encourage children to make marks for a purpose.

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 playing indoors and outside.
- The inspector gathered the views of parents.
- The inspector sampled records and documents.
- The inspector observed staff interaction with children.
- The inspector discussed the setting's practice with the manager and staff.

Inspector

Julie Ready

Full report

Information about the setting

Katherine Wheel Pre-School was registered in 1997. It is committee run and operates from one room in a self-contained unit within the grounds of St. Katherine's School in Snodland, Kent. There is an enclosed area available for outdoor play. It is open for five days a week during school term time from 9 am to 3 pm, with the exception of Friday when it closes at 12 pm. There are currently 41 children on roll in the early years age group, aged from two to five years. The pre-school is registered on the Early Years Register. It receives funding for free early education for children aged two, three and four years of age. Children with special educational needs and/ or disabilities are supported. There are seven members of staff, including the manager. Of these five hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- enhance the use of resources indoors to support children's early writing skills further, for example by providing writing materials in the role-play area, so that children can write for a purpose.

Inspection judgements

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

The staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. Effective levels of support are provided to ensure children have opportunities to make good progress, taking into account their starting points, how often they attend and the length of time they have been attending. The pre-school provides a good range of activities, which children enjoy taking part in. These help give children confidence in learning new skills and in their physical abilities, as well as providing them with new challenges.

Children are chatty, confident, and are keen to share their ideas with staff and the inspector. Their language and communication skills are promoted to a very high level; consequently they are competent in asking questions and making their needs known. The indoor area provides a varied and exciting place for children to explore and learn. However, staff miss opportunities to develop children's skills in writing for a real purpose, due to a lack of resources. For example there are limited opportunities to mark make within the role-play or construction area.

Children have free access to the secure outdoor area for most of the session. They have space to extend their play ideas, explore, and enjoy the freedom that the area provides. Children are encouraged by staff to use the play house and a range of ride-on toys. They

become fully involved in pretending to drive, and talk about going to the shops and to work. Children's learning is reinforced as they are encouraged by staff to join in counting games such as hide and seek and five little monkeys. Children shriek with joy as a member of staff pretends to be a crocodile and chases them round the garden. Staff make good use of designated growing areas and photographs of insects to introduce children to the natural world.

When children start at the pre-school, the key person gathers information from parents about their child's interests, care needs and routines, as well as what they do at home. This information is used to plan play opportunities around the children's individual interests. Staff regularly observe where children are in their learning, assessing this in order to identify their next steps in learning. Photographs and some of children's own work is used to support the written observations. Identified next steps inform the planning of future activities, which helps to ensure they are meaningful to children and reflect their stage of development. As a result, all children are progressing well towards the early learning goals.

Each child has a learning record and parents are invited to regularly review this; consequently, parents are successfully included in their children's learning. However, there is scope to further extend ways of supporting parents in sharing ongoing information about their child's learning and development at home, so an even more detailed picture of children's overall development is obtained. The staff are completing the required progress check for two-year-old children and parents are asked to contribute to this.

Staff show a good understanding and sensitivity in their interaction with all children. This is evident in how they encourage and promote children's speech and language skills. Staff have a good knowledge of supporting children who are learning to speak English as an additional language. They use Makaton sign language and laminated pictorial signs to promote visual communication. Staff strive to make all children's learning fun. For example, they interact well with children during song and story time, using props to involve them fully. This results in children making good progress in their communication and language development. All staff are clear that they must be good role models for the children in their care. Children are learning to take turns and respect others by engaging in activities that promote this. Staff display effective skills in their support of children's involvement in their play choices. They observe and question what the children are doing while also giving them space to explore independently. Staff also make sure they provide creative resources and everyday items to stimulate children's imagination. Different interactive games and colourful wall displays help promote children's knowledge of shapes, letters and numbers. Children are also learning how important it is to listen and share.

All children take part in many varied experiences, which ensure they are well prepared to move onto new settings, such as nursery and reception class, with confidence. Children are developing skills based on the seven areas of learning to ensure they are capable of taking part in new learning experiences and to support their future learning.

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

The manager and staff show they are able to contribute effectively to the safeguarding and well-being of all children at the nursery. Staff display a very good understanding and sensitivity towards the children, making sure they feel valued and secure. This is an important part of the relationships children have with those who care for them. Children are always well supervised by staff, who offer them good support in their play. This means children are able to progress successfully and effectively in their learning. The special educational needs co-ordinator works with the key person to provide good support for children with special educational needs and/or disabilities. They act promptly and efficiently on advice from parents and other specialists. The effective processes that are in place mean that management and staff can adapt, improve and provide activities to meet children's varying needs.

All children clearly enjoy being at the pre-school. They show confidence in the staff, who respond appropriately to their individual needs. Children behave very well, developing their personal and social skills by playing and eating together in groups. Staff are also able to provide the required support and supervision that allows them freedom in their play. Children are encouraged to help staff with tasks to encourage their independence, for example taking it in turns to help set up snack-time. They also get dressed independently, which promotes their confidence and self-esteem. These practices mean children are well prepared for the next transition in their lives.

Children's health and physical well-being are effectively supported through a range of healthy snacks and by playing outside. Children wash their hands regularly without prompting and are encouraged to wipe their nose independently. There are good procedures in place for children who stay for their midday lunch as staff ensure children's lunches are organised in a timely way. Staff provide effective support so that children are relaxed and confident while having their packed lunch.

The pre-school is a warm and welcoming environment as staff make sure there are interesting activities ready each morning for children attending. Resources and equipment are kept safe and suitable for children to play with and they are accessible to them. There is an array of children's artwork displayed around the pre-school to support children's self-esteem and sense of belonging. Staff reflect regularly on how to make the best use of space and resources, to provide good quality learning experiences and keep children motivated and engaged. Children learn about being safe through staff reminders, such as not running inside.

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

There are reflective evaluation systems in place at the pre-school, to identify where improvements are needed and how to implement them to support children's achievements. Weekly staff meetings are used effectively to support staff and sort out any issues that may arise. The manager and key persons also track children's progress using

their observations, which are regularly carried out. This means they are able to keep a good check on children's achievements and development. If there are any concerns about individual children's progress, these are swiftly identified and relevant steps taken. The management team also listens to the views of children, staff and parents, using these to change and improve the pre-school.

There are information notice boards and digital photograph displays to promote the involvement of parents. Parents are able to keep up with their children's progress as they can see their children's observation folder whenever they wish, as well as talk with the key person. Parental consent is always obtained if staff think that it may be beneficial to consult with specialists or other professionals, or if there are queries about children's individual needs.

There are clear and effective arrangements in place, to implement the requirements of the Statutory Framework for the Early Years Foundation Stage. All staff have accessed appropriate training and show they have a good understanding of the pre-school's safeguarding procedure. The provider ensures any new staff are properly checked and vetted as suitable to work with children. There is a robust recruitment process in place, which is constantly being reviewed and improved. In addition to this there is an efficient and effective staff monitoring, supervision and appraisal system in place. This supports staff's knowledge on how to provide good facilities, support and experiences for all children and their families.

The manager ensures her staff are able to access a varied programme of professional development opportunities. This enables them to continue to meet the differing needs of children attending. The well-qualified and experienced staff team have a good understanding of the requirements of the Early Years Foundation Stage, which they meet to a good standard. Unqualified staff are working towards qualifications through an apprenticeship scheme. They are involved in all aspects of the day-to-day routines within the nursery, and so gain a good, broad experience in early years practice.

Parents show that they are aware of how the nursery operates and the routines followed. They state that their children thoroughly enjoy themselves at the nursery. Parents also say they are very happy with the provision and that the adults are helpful and supportive. Parents spoken to at the time of inspection talked about how their children's language has improved and how children talk at home about their time in nursery. They clearly feel at ease as they bring and pick up their children. It is clear from the comments parents make that all children benefit from a range of stimulating and enjoyable experiences, which are promoting their good progress, learning and development.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	127287
Local authority	Kent
Inspection number	813707
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	41
Name of provider	Katherine Wheel Pre-School Committee
Date of previous inspection	19/01/2012
Telephone number	01634 240140

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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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