

Kingsbury 1st Pre-School Ltd

Kingsbury Primary School, Bromage Avenue, Kingsbury, TAMWORTH, Staffordshire, B78 2HW

Inspection date

Previous inspection date

13/01/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 implement rigorous safeguarding procedures to ensure children's safety and protection at all times.
- The quality of teaching is good and children's progress is good, because staff encourage children to think, explore and solve problems.
- The inspirational outdoor learning environment significantly enhances children's learning, good health and well-being.
- Staff and specialist 'champions' create an inclusive environment in which all children thrive, and partnerships with parents and community services are highly effective.
- The strong focus on children's personal, social and emotional development prepares them well for their next stage of learning and school.

It is not yet outstanding because

- Staff do not always extend children's literacy development, for example, encouraging them to write and record story ideas for themselves.
- Staff do not always maximise children's learning potential by for example, extending the level of mathematical and creative challenge during musical and rhythmic activities.

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 observed activities in the nursery and outside learning environment, and conducted a joint observation of children's play and learning experiences, with the manager.
- The inspector held meetings and discussions with the manager of the provision, and spoke to the majority of staff, including key persons.
- The inspector looked at children's observation and assessment records and planning documentation, including early years summary reviews and two year progress checks.
- The inspector checked evidence of suitability and qualifications of all staff working with children, the provider's self-evaluation form, quality assurance records and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day of inspection, and from survey information provided by the manager.

Inspector

Jayne Rooke

Full report

Information about the setting

Kingsbury 1st Pre-School Ltd was re-registered as a limited company in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the children's centre within Kingsbury Primary School in Kingsbury near Tamworth. The pre-school serves the local and surrounding area and is accessible to all children. It operates from a classroom with its own facilities and there is an enclosed area available for outdoor play.

The pre-school employs five members of childcare staff. All staff hold appropriate early years qualifications at level 3 and above, including the manager and deputy who each hold an early years degree. The nursery opens Monday to Friday during term time. Sessions are from 9am to 12noon and 12.30pm to 3.30pm. Children attend for a variety of sessions. There are currently 50 children attending, all of whom are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- enhance children's literacy development, for example, encouraging them to record story ideas for themselves as they draw, write and paint
- extend the level of challenging experiences that meet the needs and capabilities of all children. For example, by encouraging children to clap and count beats and rhythms, and by using numbers to help children recognise patterns, time and change.

Inspection judgements

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

Staff provide a broad range of stimulating, fun and inspiring activities that successfully foster children's enthusiasm for learning. The quality of teaching is good because staff use open-ended questions which encourage children to think, explore and solve problems. Consequently, children make good progress towards the early learning goals. For example, boys persist and concentrate intently on their self-chosen creative tasks. They express their own thoughts and ideas as they talk about what they want to make. They actively seek out accessible materials such as paper, cardboard tubes and plastic containers to make models. They spontaneously test-out how things will work, as they dip the end of a tube into glue to fix their construction together. They use small tools to cut, stick and

paint and to add colour to their finished product showing a sense of pride and achievement, as they proudly display and share their creative ideas. Girls keenly participate in small group activities and show high levels of interest in imaginative stories. Staff help them to develop their creativity and imagination by providing a rich variety of materials for children to use, as they mix pasta and collage 'potions'. However, staff do not always extend children's literacy development, for example, encouraging them to write and record story ideas for themselves. Boys and girls benefit from freely accessible and exciting outdoor play opportunities. They build on what they have learned previously, to construct an 'extension' to the Santa shop, so that the boxes and containers are protected from the wind. They competently move wheeled toys around the garden, and delight in the many activities and resources that encourage them to be active, inquisitive and to explore the natural environment.

Staff support children's individual learning very well during key person activity groups. As a result, the majority of children listen carefully and respond to a variety of stories, sounds, letters, rhythm's and rhymes. This helps them to develop an interest in reading and enhances their communication and language skills. However, staff do not always extend further learning opportunities to promote children's creative and mathematical skills, for example, by introducing numbers to clap and count the sequence and patterns of musical beats.

Observation, assessment and planning is used effectively to guide and inform daily activity plans. This ensures that all children benefit from a rich programme of activities that support their individual needs and next steps in their development. For example, initial 'all about me' information is obtained so that key persons know what children like and can do. They successfully build on this foundation, by introducing children to play-based and practical activities and games, such as home corner role play. This enables children to act out familiar experiences and to interact with others. Consequently, the strong focus on children's personal, social and emotional development prepares them well for their next stage of learning and school. Key persons work exceptionally well with parents from the onset. They share detailed information about their child's progress and how this can be supported at home. In addition, they listen carefully to what parents and other professionals know about each child, such as where children have additional support needs. This helps them to respond promptly to each child's needs, and successfully promotes continuity throughout a child's 'learning journey'.

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

Staff provide a warm, welcoming and relaxed environment where children are happy to attend. Children confidently separate from their parents on arrival, and immediately make choices about what they want to do and play with. Children quickly become independent in their social and organisational activities. For example, they register their attendance themselves by adding their photograph and name to the register board. They also know that they need to place a star counter in the bucket to register their outdoor play time. They confidently manage their personal needs by taking themselves to the toilet, and by washing sticky glue off their hands to prevent their skin becoming too sore. They enjoy lively and bubbly conversations at snack and mealtimes, which help them to understand

the importance of a healthy diet to 'stay alive'. They competently pour their own drink of juice or water, and heartily tuck into their apple slices and packed lunch. Staff are vigilant about children's safety and supervision and provide high levels of support for children who have medical or dietary requirements. This ensures each child's safe and inclusive participation in the normal routines of the day. The freely accessible outdoor area is widely used by all children, so that they benefit from regular fresh air and exercise. Staff teach children how to play safely on the outdoor adventure equipment, so that they learn how to safely manage their active and adventurous play.

Children behave well, because staff treat them with dignity and respect. They sensitively help children to resolve their differences, by encouraging them to talk to each other about how they feel if they are hurt or upset. As a result, children gain a greater understanding of actions and consequences. Staff introduce children to interesting cultural activities and projects throughout the year, which helps them to respect and value diverse communities.

Staff form strong and trusting bonds with children, parents and families. This secures children's emotional well-being. In addition, it supports smooth transitions when children move from home to nursery, and then on to school. Relationships within the wider community and the host children's centre, are very strong and supportive. This ensures that children benefit from timely interventions, when additional help is needed.

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

Safeguarding procedures are robust. Staff follow relevant guidelines and regulations rigorously, to ensure children's safety and protection at all times. They confidently describe the signs and symptoms of abuse and know who to contact, and how to promptly refer any concerns about a child's well-being. All of the required checks are made to ensure that staff, students and volunteers are suitable to work with children, and a record of the most recent Disclosure and Barring check is kept for each adult.

The manager and staff demonstrate a secure understanding of how children learn and develop. They use their professional skills and expertise very well, to plan and monitor a varied programme of activities that cover the seven areas of learning in-depth. They carefully observe children as they play, and use this information effectively to guide and support children's continuous progress. This ensures that children quickly develop their confidence and abilities.

The managers and staff conduct a thorough evaluation of practice, taking into account the views of parents obtained from daily discussion and survey questionnaire's. Staff listen carefully to children and encourage them to express their likes and dislikes, during group discussions and everyday conversations. This helps staff to continually review and adapt their practice to meet children's needs. All staff are highly committed to continuous professional development and attend regular and varied training courses, to enhance and update their knowledge and skills. For example, staff hold designated responsibilities to promote inclusion, such as the special educational needs coordinator and the speech and language 'champion'. This helps staff to use approved sign language techniques to support

children who use alternative methods of communication. In addition, the nursery special educational needs coordinator attends termly 'surgeries', to promote community partnerships and to keep up-to-date with current guidelines and practice. Senior staff hold early years degree qualifications, and the whole staff team are receptive to new ideas, following a visit to an 'inspirational learning space'. This has inspired them to make significant changes within the pre-school to enhance children's communication and boys involvement in activities. As a result, all children make good use of the pre-school environment and their positive behaviour has noticeably improved. Professional partnerships with external agencies and other providers are well-established, leading to effective communications about children's care and learning.

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	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	EY465816
Local authority	Warwickshire
Inspection number	929074
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	50
Name of provider	Kingsbury 1st Pre-School Ltd
Date of previous inspection	not applicable
Telephone number	01827 870488

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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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