

Kegworth High Street Pre-School Playgroup

Methodist Church, High Street, KEGWORTH, Derbyshire, DE74 2DA

Inspection date	27/01/2014
Previous inspection date	21/03/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Teaching is good because staff ask children open-ended questions, which supports and extends children's thinking skills.
- Staff form close and caring relationships with all children, which ensure children settle successfully. Consequently, they are happy, content and have good levels of confidence.
- Children are motivated to learn because staff are skilled at following children's interests and facilitating their ideas. As a result, children are continually absorbed in purposeful play and make good progress.
- The pre-school leader strives for continuous improvement of the provision. She monitors the educational programmes well and ensures that staff are supported in their training and professional development.

It is not yet outstanding because

- There is scope to make more use of non-verbal methods of communication to assist communication development, especially for children who have English as an additional language.
- There is room to maximise the already good opportunities to support children during their move to school. This is because not all children make enough school visits to aid an extremely smooth transition to school life.

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 children during activities indoors and outdoors.
- The inspector held 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, staff and a member of the committee at appropriate times throughout the inspection.
- The inspector took into account the views of parents and carers spoken to on the day.

Inspector
Dawn Larkin

Full report

Information about the setting

Kegworth High Street Pre-School Playgroup was registered in 1980 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a community building in the Kegworth area of Derbyshire and is managed by a committee. The pre-school serves the local area and is accessible to all children. It operates from two rooms on the ground floor and there is an enclosed area available for outdoor play.

The pre-school employs four members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and above. The pre-school opens Monday to Friday term time only. Sessions are from 9am to 12 noon on Monday, Wednesday and Friday and 9am to 3pm Tuesday and Thursday. Children attend for a variety of sessions. There are currently 24 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance the very good development of communication skills for all children who have English as an additional language by extending the use of non-verbal methods, such as sign language and visual aids into everyday routines
- maximise the already good opportunities to support children during their transitional period when moving to school, by enhancing the links with the local school, for example, by increasing the number of visits children make prior to starting school.

Inspection judgements

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

Children are making good progress in their learning because staff have a good knowledge and understanding of the Early Years Foundation Stage. They understand that children learn best when they are active and through purposeful play. Consequently, children are thoroughly motivated and active learners. For example, children enjoy investigating how to transport water from one container to another when the water is too shallow. Teaching is very good because staff ask open-ended questions to promote thinking skills and follow children's interests. Children are given the opportunity to test out their ideas and given thinking time. For example, when children choose to make a tree from reclaimed materials

and staff ask them questions about how they will join the materials together. Children suggest using their hands, but after further questioning from staff and children testing moving their hands away, they decide tape would be a better solution. This is allowing the children to think through, test their ideas and begin to solve problems for themselves. During this activity staff support children's mathematical language and understanding by modelling language and asking appropriate questions. For example, 'Is the tree as tall as me? How can we make it taller? How do we know when it is as tall as me?' Routines, such as snack are carefully managed to ensure children have opportunities to become deeply involved in their tasks and follow their own ideas through as they play, without being interrupted. As a result, children are obtaining the skills, attitudes and dispositions they need to be ready for school.

Staff gain information from children and parents through discussion and initial assessments to help them support and meet each child's specific needs and interests. They observe the children as they play and record their findings. The information gained from observations is effectively used to help plan the next steps in children's learning and highlight where children are in their learning, in relation to the age-related expectations. Parents have access to this information, which keeps them informed of their child's progress and they are actively encouraged to share information about their child's learning and interests at home. The pre-school completes the progress check at age two and written summaries are shared with parents. Daily communication between staff and parents ensures parents are informed about what their children have been learning about at pre-school.

Staff use their knowledge of children's interests and next steps for learning to offer good support and extend their learning. For example, when a child is running around in circles, staff say 'round and around. 'This is supporting children's emerging communication and language development. Children benefit greatly from the staffs' effective teaching of communication and language. Staff get down to children's eye-level so the children can see how words are said and encourage eye contact. They also repeat words back to children so they are learning how to pronounce them correctly. Staff listen intently to what children say and do, ensuring children feel valued and boosting their self-esteem and confidence. Children with English as an additional language have confidence to learn English because they have their home languages valued in the pre-school. Lots of photographs, visual timetables and the use of sound buttons supports all children's language development. However, there is scope to further develop this using sign language and visual aids to assist communication development, especially for children who have English as an additional language. For example, by incorporating the use of non-verbal communication into everyday routines, such as snack time to enhance their understanding of when it is happening. Children of all ages show a keen interest in books. They enjoy looking at books on their own or having stories read to them by staff, fostering an interest in books and stories. Children learn about how different festivals are celebrated, for example, Chinese Moon Festival, Holi and Diwali. As a result, all children's awareness of other customs is enhanced. Children's creativity is effectively supported as they enjoy making models of monsters. Staff support these activities and children have the freedom to manage their own skills and follow their own ideas.

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

Children develop strong bonds with their key persons and the whole staff team. This ensures children's well-being is good. Every child has a key person who supports a smooth move from home to the pre-school. This is enhanced because children choose their own key person. Staff gather key information from parents and through observations during initial visits in order to get to know children's interests and individual care needs. Children are happy, displaying high levels of motivation and they are confident to access the activities available. Staff are very sensitive to children's individual needs and understand that some children may need additional support at times in order to feel comfortable and secure. For example, children who find transition times difficult are supported by individual procedures to support their well-being. Parents comment that staff have, 'gone out of their way', when settling their children into the pre-school.

Staff clearly encourage children to develop their independence skills and emotional readiness for their next stages in learning and move on to school. However, there is scope to enhance the children's emotional readiness for school by visiting the local school more frequently. This is so that children feel even more secure with their new classroom and teachers, aiding an even smoother move to school. Staff support children in their understanding of acceptable behaviour and encourage them to take turns, share, listen and be kind to each other. For example, staff explain to children who they are sharing glue with during a craft activity. Pre-school rules are displayed and staff remind the children to follow them. Staff consistently offer praise and encouragement, which helps to promote children's self-esteem and confidence. In addition, children enjoy selecting their own resources from the well-organised environment. For example, children choose and pour the glue they require and consequently, this gives them a sense of achievement and pride.

Staff promote children's emerging understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. This is because children have access to regular fresh air and exercise during outdoor play along with healthy snacks. In addition, each day begins with a 'wake and shake' session, which involves the children singing and being active. The staff encourage the children to manage independently when pouring their own drinks and serving their own snacks. Photographs and instructions support this routine so all children have a full understanding of what to do. This includes children who speak English as an additional language and children with special educational needs and/or disabilities. The staffs' close supervision and encouragement contributes significantly to children's self-confidence and motivation to be independent. Children are learning good hygiene routines and know they must wash their hands after using the toilet and before eating. All children participate in regular fire drills, which support their growing awareness of how to keep themselves safe.

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

The pre-school leader and her team have a good understanding of the safeguarding and welfare requirements. Recruitment procedures ensure staff are safe and suitable to work

with the children, as Disclosure and Barring Service checks are in place and references obtained prior to all staff commencing work. Procedures for safeguarding children are good as staff understand their responsibilities and are aware of the procedure to follow should they have a concern. There is an appropriate safeguarding policy in place, which is shared with parents to ensure that they are aware of the expectations of the pre-school and the relevant procedures to promote children's safety. Relevant records are kept and well maintained, such as, accident and medication records. Staff are vigilant about the security of the premises and check all visitors before entry. They supervise children appropriately and carry out daily safety checks regularly review risk assessments to ensure areas the children use are safe.

Children make good progress because staff demonstrate a good understanding of the Early Years Foundation Stage. They plan stimulating and challenging experiences for all the children taking into account their individual interests and needs. The pre-school leader monitors staff performance both informally through working alongside the staff and more formally through supervisions and appraisals. She uses this information to identify training needs and target support. This programme of professional development enhances the knowledge, understanding and practice of staff. The pre-school leader and staff monitor the progress of the children and the educational programmes. Good cohort analysis and appropriate interventions are in place for those children who require this and gaps are closing. Self-evaluation is good and the pre-school leader and staff have a detailed approach to identify and prioritise strengths and weakness in the pre-school to drive continuous improvement. The pre-school also incorporates the views of children, parents and other professionals to strengthen the self-evaluation process.

The pre-school has high levels of engagement with all parents because they seek parents' views and involvement in a variety of ways. This helps to ensure they have a firm understanding of the children's and families' needs. Parents are provided with detailed information on policies and procedures and are kept well informed through notice boards, daily communication, parents' evenings and events. For example, a session was organised for parents to attend a den building session to experience the outdoor learning environment their children receive. Parents speak highly of the staff and the care and learning offered to their children and say 'they are friendly, well trained and skilful'. To aid all children, good links have been established with outside agencies, such as the local authority and other agencies. This also ensures that the specific needs of children with special educational needs and/or disabilities are assessed and that appropriate support is given over time. Generally there are effective partnerships with the local schools. Teachers are invited to visit the children in the pre-school to get to know their individual needs and children make visits to their new school.

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	226221
Local authority	Leicestershire
Inspection number	818320
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	25
Number of children on roll	24
Name of provider	Kegworth High Street Playgroup Committee
Date of previous inspection	21/03/2011
Telephone number	07759589983

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

