

Kegworth Village Hall Pre-School

Kegworth Village Hall, Nottingham Road Kegworth, DERBY, Derbyshire, DE74 2EH

Inspection date

04/02/2014

Previous inspection date

18/03/2013

The quality and standards of the early years provision

This inspection:

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

- Children make good progress in all areas of learning and development because staff complete individualised planning, which follows each child's interests and developmental needs.
- Throughout the nursery, children are happy and well settled. They are highly confident as they engage in conversations, welcome visitors and move around the different areas of the nursery with confidence.
- Partnerships with parents are very well established, and they are expertly supported to continue their child's learning at home. This contributes to children's good progress.
- Children form close attachments in this nurturing and friendly environment. Staff praise children's achievements, which effectively promotes their self-confidence and self-esteem.

It is not yet outstanding because

- There is scope to improve the outdoor learning environment to provide increased opportunities for learning across all seven areas, particularly with regard to enabling children to explore the natural world.
- Staff do not always fully maximise opportunities for children to develop their sustained, shared thinking during planned adult-directed 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.

Inspection activities

- The inspector observed activities in the playrooms and outdoor areas.
- The inspector completed a joint observation with the manager.
- The inspector spoke to the manager and staff at appropriate times throughout the inspection.
The inspector looked at children's assessment records, planning documentation,
■ evidence of suitability of staff working within the setting, and a range of other documentation.
- The inspector also took account of the views of parents spoken to on the day of inspection.

Inspector

Lianne McElvaney

Full report

Information about the setting

The Kegworth Village Hall Pre-School was registered in 1983 and is on the Early Years Register. It is situated in two rooms of the village hall in Kegworth, Derbyshire, and is managed by a committee. The setting serves the local area and is accessible to all children. The setting employs three members of childcare staff. Of these, one holds an appropriate early years qualifications at level 6, one at level 3 and one at level 2. The setting opens Monday to Friday, term time only. Sessions are from 9.15am until 12.15pm on Monday, Wednesday, Thursday and Friday. On a Tuesday it opens from 9.15am until 2.45pm. Children attend for a variety of sessions. There are currently 20 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language.

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 understanding of the natural world by enabling them to use investigative resources, such as magnifying glasses within the outdoor play area
- improve the planning of adult-directed activities to enable staff to develop children's sustained, shared thinking to help them to explore ideas and make links in their learning.

Inspection judgements

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

Staff have a secure knowledge and understanding of the seven areas of learning. They provide a wide range of activities which successfully capture children's interests and support their development well. Children, therefore make good progress. Staff make useful observations of what children like and can do. They use this knowledge to plan the resources, activities and the environment, to reflect children's needs and interests. Staff gather detailed information from parents at the outset in order to enable them to support new children with the transition from home to the setting. Staff are warm, caring and sensitive to children's needs and the key person system is highly effective. Staff's high level of support and interaction ensures children learn the rules regarding turn taking and sharing resources. They give simple explanations and encourage children to interact and negotiate with each other so that they learn to do this independently.

Staff provide children with a wide range of activities that have a good focus on the prime areas of learning, particularly communication and language. This underpins their learning

and development, and as a result, they develop the necessary skills for their transition to school when the time comes. For example, children have lots of opportunities to join in with singing and rhymes, which enables them to successfully develop their vocabulary through repetition and word patterns. The indoor environment is stimulating, exciting and well-organised into areas of continuous provision. This enables children to make independent choices about what they want to do. Staff interact well during child-initiated play and thoughtfully consider the characteristics of effective learning as part of the continuous provision planning. As a result, children are engaged in planned, purposeful play that keeps them interested and motivated to learn. There is scope, however, to improve the planning for adult-directed activities to ensure children have opportunities to develop sustained thinking, so that staff challenge individual children's thinking when exploring ideas and problems. The outdoor area is regularly used and is also well-organised, offering many opportunities for children to develop large muscle skills. However, this area is not developed as effectively as the indoor area to provide opportunities across all seven areas of learning. This means that opportunities for children's learning outdoors, particularly in relation to exploring the natural world, are not fully developed. Staff provide children with a wealth of opportunities to develop their physical skills. Outdoors, they ride bicycles and scooters, and staff support and encourage them with individual challenges, for example, to push themselves on the scooter or use the pedals on the bicycles. Children develop their manipulative skills as they construct with blocks and interlocking shapes. Children gain a good understanding of mathematical concepts, particularly number. This is because strategies are embedded in daily routines, such as counting plates and cups at snack times. Staff skilfully introduce mathematical language into everyday situations, such as 'one more' when setting the table for snack. Children develop their imagination as they play in the role-play home corner and with small world toys. For example, a child uses the cosy corner to put the dolls to sleep, explaining to a member of staff that the dolls need a quiet place.

Staff enhance children's learning as they listen to children and engage with them as they play, for example, by asking open-ended questions to challenge children's thinking when they engage in small world play. They seize opportunities, such as a child talking on a pretend mobile phone, to initiate opportunities for children to talk about their experiences at home. Children develop their communication and language skills further through opportunities to participate during story times, chat with each other during meal and snack times and interact with each other as they play. Children benefit from good opportunities to develop their literacy skills. They develop an enjoyment of books because there is a good selection available. They particularly enjoy the cosy tent where they look at books alone and in small groups. There is a well-equipped writing area where children can draw, make marks and write for different purposes. The environment inside is rich with print including different languages. This is used in a purposeful way, to show children how words have meaning. For example, they use their name card to self-register on arrival and independently find their name card to write their name on their artwork. Outdoors, children chalk and make marks with shaving foam. Staff support this well by encouraging the children to talk about the marks they make. Staff engage in daily conversations with parents as they bring and collect their children. This provides opportunities for parents to share what children have been doing at home. Staff ensure parents are fully informed about what children have been doing during the session and their achievements and progress. Staff organise toys and resources well. Children move

around freely, making choices about what they want to play with and where they want to play. This supports their growing independence. The social skills that children gain within the setting, support them well in making the transition to school, when the time comes. Children show a good awareness of safety due to effective support from staff. They follow the rules for moving around the room safely. Healthy snacks, good personal hygiene routines and regular outdoor play sessions for fresh air and physical activity, support children's good health and well-being. Children and staff all sit down together at lunchtime and enjoy a relaxed, social period of time, talking to each other.

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

Children have very secure attachments with staff, which are established at the start of their transition into the setting. Parents are asked to complete an 'All about me' form for their child at this time, which means information about their individual needs is shared effectively. Settling-in visits are offered on an individual needs basis so children become familiar with their new environment at their own pace. Close bonds are supported between the family and the setting through the development of a family book containing photographs of each child's family. This supports children in developing a sense of belonging. Positive partnership working with parents, outside agencies and other settings, results in the constant exchange of information. This results in children's individual needs being respected and met and continuity of care and learning being promoted. Each child is assigned a key person who works closely with the child and their family, gathering and exchanging clear information. This helps children to feel settled and to develop secure emotional attachments to the staff. For example, a younger child who has recently started shows confidence in the surroundings and relates well to all staff. Staff support the language development of children who speak English as an additional language through displaying languages and learning key words in their first language to aid communication. Children learn to behave well because staff skilfully support them to express their needs and feelings. For example, they remind and encourage them to 'use your words' to explain what it is they want or are trying to achieve. Children have secure boundaries, so they know what is expected of them. For instance, they learn to share toys and resolve disagreements, becoming aware of the feelings of others. This means they learn to respect each other and build relationships, which prepares them for starting school. Children are supported to make a seamless transition to school as clear information is passed onto the child's new school, which provides them with good information about children's starting points. Pre-visits are arranged for any children attending the local school. This provides all children with opportunities to meet and develop a positive relationship with their new teacher, helping them to feel emotionally ready for starting school.

Staff expect children to be capable and provide good opportunities for them to develop their independence. For example, at snack time children clear the tables and put their own plates and cups into the washing up bowl. Consequently, children learn to take responsibility for keeping their environment tidy, and this in turn gives them confidence in their own abilities and raises their self-esteem. Staff promote children's good health very well. For example, before snack children are expected to independently wash their hands. This support and guidance means children follow good hygiene routines and develop

confidence in their self-care. Children relish being outdoors, which means they benefit fully from lots of fresh air. They delight in the added dimension being outdoors brings to their play, and gain very good control of their bodies as they use a wide variety of equipment. For example, one child perseveres as he uses his feet to push himself up an incline on a scooter.

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

The manager competently leads a well-qualified, settled staff team. She leads by positive example and works alongside her staff, enabling her to assess their performance and monitor the provision for children. There are effective safeguarding arrangements in place. All staff attend safeguarding training and know the action to take and whom to contact if they have any concerns about a child's welfare or well-being. Written safeguarding policies and procedures are in place, which the manager is able to demonstrate her ability to follow. Clear records of risk assessment show how safety is prioritised in all areas both inside and outside. Staff supervise the children well and use clear explanation to help ensure that children learn to understand hazards. Staff also carry out daily checks before the setting opens, to ensure all areas remain safe for the children to use. The premises are secure and staff are highly attentive in their supervision of the children, paying particular regard to activities where there is an element of risk. Recruitment procedures are sound and together with background checks, thorough induction training, appraisal systems and team meetings, mean that staff remain suitable for their role. No unvetted member of staff is permitted unsupervised access to children in the nursery. A full record of all staff Disclosure and Barring Service checks is maintained.

Children benefit from being cared for by staff that work well together as a team and share a commitment to improvement. They are involved in all aspects of the provision and meet weekly to contribute fully to the planning of activities and evaluation of children's learning needs. The staff are well supported by the manager to fulfil their responsibilities to meet the requirements of the Statutory framework for the Early Years Foundation Stage. An established programme of professional development helps staff improve their knowledge, understanding and practice through access to training, staff meetings and annual appraisals. For example, training staff have attended is cascaded to the team during staff meetings and policies are reviewed on a rolling cycle by the whole staff team. This makes sure staff are confident and resourceful as they strive towards continuously maintaining good standards of care and learning for children. Children's records contain detailed information to ensure that staff are able to respond positively to children's individual needs. There are comprehensive systems in place for monitoring the progress that children make in their learning and development. This is because observations and information about individual children is monitored by the manager to provide her with an overview. She also makes effective use of this information to moderate assessments of children made by staff. There are strong partnerships with other agencies, which helps to ensure that any additional support needed for individual children is arranged efficiently. The manager has meetings with the local primary school, which ensures that partnerships are good. These meetings are well used for the setting to pass on information about children in order to support their transition to school.

The manager and staff have established positive relationships with parents and regularly share information about children's progress. Parents are happy with the progress their children make while at the setting and commend the welcoming environment and friendly staff team. The setting undertakes comprehensive self-evaluation, which includes input from parents. It demonstrates a clear and accurate understanding of the strengths of the setting and areas where there is scope for improvement. An action plan, with well-identified priorities for improvement, is drawn from this and is continually reviewed by the manager. This supports the ongoing improvement of the setting, and consequently, the 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	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	226222
Local authority	Leicestershire
Inspection number	949584
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	20
Name of provider	Kegworth Village Hall Pre-School Committee
Date of previous inspection	18/03/2013
Telephone number	01509670810

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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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