

Kings Pre School

Byfleet CP School, Kings Head Lane, West Byfleet, KT14 7AT

Inspection date	30/04/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 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 help to ensure children's safety by carrying out risk assessments that cover all aspects of the nursery.
- Children are content and secure because staff know them well and provide activities that children enjoy.
- Staff maintain good records of children's progress, which they use to inform planning effectively.
- Children make good progress because staff provide challenging and interesting experiences for children in both indoor and outdoor environments.

It is not yet outstanding because

- Although there are some books by popular children's authors, the range of books is not fully developed to cover different varieties, such as poems for children and information books.

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 carried out a joint observation with the manager of an adult-led group activity.
- The inspector observed the interaction between staff and children in the indoor and outdoor environments.
- The inspector tracked the progress of several children.
- The inspector held a discussion with management and sampled a range of documentation.
- The inspector spoke to parents, staff and children and took their views into consideration.

Inspector

Jennifer Beckles

Full report

Information about the setting

Kings Pre School registered in 2013. It is privately owned and operates from a classroom within Byfleet County Primary School, in Byfleet, Woking. There is a garden for outdoor play. The preschool is open each weekday from 9.15am until 3.15pm term time only. Children can attend different sessions throughout the day. The preschool is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The preschool supports children with special educational needs and/or disabilities. The preschool received funding for free early years education for children aged two, three and four years. The preschool employs six members of staff, including the manager. Currently, four staff members hold appropriate early years qualifications, including the manager who holds a qualification at level 5; three staff members who hold qualifications at level 3; and two staff members who are unqualified, one of whom is working towards an early years qualification. There are 44 children in the early years range on roll.

What the setting needs to do to improve further

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

- increase the range of books available for children to include different varieties, such as non-fiction information books and poems for children.

Inspection judgements

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

Staff provide an interesting range of activities, which cover areas of learning effectively. Children engage well with activities because staff take care to link children's interests to tasks. Staff cater effectively for children's different learning styles because children choose freely to play indoors or outdoors. Staff challenge children well by presenting adult-led structured learning opportunities. This is balanced by children selecting resources of their choice to create their own play. Consequently, children make good progress.

Staff support the development of children's early literacy skills well. For instance, children recognise their names on cards when they arrive at the nursery. Staff teach children to identify the initial letter sound of their names, which supports children's early reading skills effectively. Staff teach children names of colours and provide good opportunities for children to develop small muscle control while they use paint and brushes to make pictures. Children also practise drawing and early writing skills by using chalk on the ground outdoors. Although children show some interest in the book corner, their engagement is not as full as it could be. This is because the range of books is not extensive. For instance, there are few information books and few poems for children available to children. Children explore the outdoor environment actively. Staff provide a

large and stimulating variety of activities. They teach children where food comes from by enabling them to plant and grow carrots. Staff extend children's learning by explaining how the roots carry food and water to the carrot to make it grow. Staff teach children new words to describe textures of scarves, raffia and to describe the scents of mint, rosemary and lavender in the sensory area. Staff make the most of everyday opportunities to secure children's counting skills. For instance, staff ask children to count the number of children present at snack time and to work out how many cups and bowls are needed, which they do successfully. Children learn essential skills for later use in school.

Children practise a good variety of physical stalls in the well-resourced outdoor area. Children climb and balance over and across challenging trim trails. They negotiate space well as they ride skilfully on wheeled toys. Staff support children well as they practise their throwing and catching skills. Staff teach children physical coordination skills while children aim at hoops with balls.

Staff maintain good records of children's progress. They use a digital assessment system, which enables staff to keep up to date records. Staff evaluate observations of children and their work well to produce children's next steps for learning. The next steps are linked effectively to planning so that children are challenged. Children with special educational needs and/or disabilities make good progress. This is because staff monitor and evaluate children's progress regularly. Staff work closely with community health professionals to form individual education plans for children.

Parents take part in their children's learning effectively. Staff provide 'wow' notes for parents to record their observations of their children's skills. Staff use this information to inform planning. Staff keep parents up to date on their children's progress through regular review meetings and through informal daily contact. Staff carry out progress checks for children aged two years and provide written summaries to parents. This helps to keep parents informed of their children's progress.

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

Children are happy and secure in this warm, friendly nursery. Staff take care to find out about children's likes and dislikes, and skills to provide activities that children enjoy. Staff greet children warmly when they arrive at the nursery and this helps children to feel valued and content. The nursery routine is simple and appropriate, which helps children to understand what is happening throughout the nursery day. As a result, children settle readily.

The nursery is bright, colourful with presentable displays of children's art work. Overall, resources are wide-ranging and accessible for children to encourage their free choice and independence. Staff teach children how to behave in safe ways. For instance, they talk to the children about road safety when a local trip is planned. Children behave in safe ways. They take turns on the slide and wait patiently until the slide is clear before descent. Children are mindful of other children in the outdoor area and negotiate space well to avoid accidents.

Staff encourage children's independence. They allow children to help prepare snacks for snack time, such as segmenting tangerines. Children help to lay tables, serve themselves and pour their own drinks. They put on their outer clothing independently; staff assist younger children. Children show good awareness of the need to wash their hands. For example, children readily wash their hands after planting seeds in the garden and before eating. They use the bathroom independently to take care of their personal needs. Staff change nappies in cosy, clean areas and this supports younger children's comfort.

Staff enable children to choose to play indoors or outdoors as they choose and this helps children to develop healthy habits. They practise their physical skills on the wide range of equipment and resources in the outdoor area and gain daily fresh air. Staff provide healthy fruit and vegetable snacks and this supports the development of healthy eating habits. Staff cater for special dietary needs, which helps to ensure that children eat suitable food.

Staff help children to learn to take responsibility for small tasks by helping to prepare snacks. Children behave well because staff have clear expectations of behaviour, which they share with children. This is reinforced through the discussion and display of group rules. Staff praise children for specific behaviour, which motivates children to behave in positive ways. Staff teach children to learn and value difference by celebrating and discussing special events, such as Chinese New Year. Staff provide Chinese food for children to taste. This helps children to learn about and value difference.

Staff have very effective links with the on-site school to support children who move to school. For example, the reception class teacher visits the nursery to get to know children and invites children into her classroom for story time. This helps to build relationships and enables children to get used to new environments. Pre-school children have their lunch in the school dining hall so that they get used to the school routine.

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

Management has good awareness of its roles and responsibilities in relation to requirements of the Early Years Foundation Stage. The nursery has a secure electronic entry system, which supports children's safety by preventing intruder access. Management vet staff well for their roles and this helps to protect children from harm. Staff have good knowledge of procedures to follow should they be concerned about a child because they have received safeguarding training. Staff carry out risk assessments covering all aspects of the nursery and this helps to keep children safe from accidents.

Staff receive good support from management through regular supervision. This helps to identify areas of underachievement so that appropriate support is offered. Staff have their training needs identified accurately through regular appraisals. For instance, staff attended a course on behaviour management, which led to a greater range of effective strategies deployed in the nursery.

Staff have good systems to detect children operating below expected levels. For instance, digital assessment programmes indicate this clearly to staff so that gaps in learning can be closed. Management monitors the quality of assessments maintained by staff by checking assessments regularly. Management also reviews planning each week and this provides good insight into the quality of work done by staff. The manager spends time in the nursery observing staff and this helps to form views on quality of staff practice so that any issues are addressed readily.

Staff have effective partnerships with others involved in children's learning. They work well with community health professionals to support children with special educational needs and/or disabilities. Staff have good links with local schools to help prepare children for school. Staff work well with parents. They seek and respond to parents' views of the nursery. For example, parents completed a questionnaire and requested more information on the Early Years Foundation Stage so staff provided informative displays for parents.

Management has set clear goals for improvement based on full evaluation of the nursery. For instance, it plans to continue to develop links with the local children's centre to support children's learning. The nursery operates successfully and has good ability to maintain this.

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	EY467462
Local authority	Surrey
Inspection number	935171
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	24
Number of children on roll	44
Name of provider	Kerry Jane McGuirk
Date of previous inspection	not applicable
Telephone number	01932345979

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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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