

Knightwood Pre-School

THE KNIGHTWOOD LEISURE CENTRE, Skys Wood Road, Eastleigh, SO53 4SJ

Inspection date

Previous inspection date

14/05/2014

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

- Children make good progress across all areas of learning inside and outside at this varied and exciting pre-school
- Staff surround children with the language they need to express themselves, and children hear speech clearly because the listening environment is well managed. Consequently all children, including those learning English as an additional language, have good communication skills.
- Partnership working with parents is developing well and engages most families in their children's learning.
- Care practices are effective in helping children feel emotionally secure and confident to try new challenges and activities.
- Arrangements for safeguarding children, including child protection procedures, risk assessment of the premises and outings are robust.

It is not yet outstanding because

- Strategies to promote tolerance and respect for cultural diversity are not clear across all members of staff so there is not a consistent approach when guiding children in this area.
- Weekly planning sheets do not clearly target how all children's individual next steps are to be included in activities that challenge their learning and development.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed a wide range of activities across all areas of the pre-school and talked with staff and children about what they were doing.
- The inspector reviewed documents and procedures relating to safeguarding, staffing, supervision, risk assessment, equal opportunities and health and safety, and checked a selection of other policies.
- The inspector sampled a range of children's records, the pre-school's systems for planning, evaluation and exchanging information with parents and external professionals.
- The inspector took account of the views of parents spoken to on the day and written in response to a parent questionnaire.
- The inspector met with the managers and conducted joint observations with them.

Inspector

Helen Robinshaw

Full report

Information about the setting

Knightwood Pre-School registered in 2013. It is a privately owned company that operates from a room in Knightwood Leisure Centre in Eastleigh, Hampshire. Children have supervised access to the grounds of the leisure centre for outdoor play. The pre-school operates each weekday from 8.45am to 5.15pm, all year except for bank holidays. Children attend on a sessional basis or all day. The pre-school is registered on the Early Years Register and the compulsory part of the Childcare Register. Both owner/managers and three members of staff hold a relevant early years qualification at level 3. They also employ a trainee.

What the setting needs to do to improve further

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

- identify further opportunities for children to celebrate diversity and learn to understand and respect each other's differences.
- strengthen weekly planning to include a sharper focus on working towards the next steps for all children. Encourage all staff to take an active role in identifying suitably challenging activities that link with how individual children in their care learn best.

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 and development at this bright, new pre-school. Capable staff make families and professionals very welcome as they balance interesting teaching programmes with a desire to improve their services. Children quickly settle into the pre-school as staff have spent time with their parents and carers, gathering information about children's current likes and dislikes, needs and preferences. Using this knowledge, staff plan activities that will engage and interest children. They observe children's understanding and skills and identify next steps in their learning. For example, staff observe children's confidence as they join in with familiar nursery rhymes and tales, planning the following week's topic around this. Skilfully, staff choose stories around family and home life, giving children further opportunity to link their worlds between home and pre-school. Children listen attentively, draw comparisons with their home routines, and make predictions about what might happen next in the story. Staff ask children to think how they might feel if they were part of the story prompting children to take turns in expressing their ideas and in listening to each other. The quality of teaching is good because staff have a clear understanding of how children learn. They give children time to play and discover before stepping in with new ideas. Within the security of a daily routine

and some group activities, children have plenty of time to follow their own lines of exploration and imagination. Staff organise activities and resources so children may see and easily access them. For example, next to a water trough is equipment for pouring and filtering water and waterproof overalls. Trays of writing and craft materials accompany chalk and white board easels. This makes it easy for children to find what they need, choose other materials and play with different ways of expressing their ideas. Staff observe children carefully, allowing them to concentrate on their own investigations before adding further suggestions. Staff build on what they observe children do and then challenge them a little further. For example, when toys bob back to the top of the water, staff encourage children to locate other items that float on top of the water. Children develop the concept of floating and sinking as they try out one toy after another while staff model the new language children need to talk through their ideas. Weekly planning aims to build on children's interest and ensure that there are plenty of opportunities to challenge children's learning. Each child's key person identifies their next steps in learning across different areas of development. However, these aims do not always link with rich-learning activities to help children achieve them. Consequently, some children are likely to make even more progress with a clearer individual focus on planning and evaluation. Systems for recording and presenting children's progress in individual learning journals are developing well. These include photographs, observations, and celebrations of children's achievements along with the next areas of development to teach and enjoy. Charts to log children's progress over time, across each area of learning and development also help to inform and share progress with parents. Progress reports for two-year-old children, termly updates, and regular conversations with parents, help to ensure the identification and management of any gaps in learning. Children learning English as an additional language are making excellent progress. This is because staff are aware of the benefits of a good listening environment and skilfully model the language children need next. Parents' express their delight in their children's progress at the pre-school and speak very highly of the staff. Parents note how quickly children settle into the pre-school due to the care and commitment of each member of the team.

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

Children soon relax, interact easily with each other, and move around their pre-school with confidence. They develop good relationships with their key person and with other members of the team, who also know them well. All staff provide children with a secure base from which to explore and try new activities. Children enjoy moving around the facilities at the leisure centre as they explore different games and locations. The tennis courts provide an extensive flat and secure area where children happily learn to pedal and scoot. Kind coaches lend children junior rackets and guide staff on developing racket and ball control. Children learn the aim of getting the ball over the net without hitting anyone else. They learn to take care of the tennis rackets and only to collect the balls when the path is clear. The facilities, expertise and enthusiasm on site, provide tremendous opportunities for children to learn different skills. In doing so, children also learn the value of rules, responsibility and self-control. They learn the importance of physical fitness and playing sport to stay healthy. Children see and learn from active role models who mix pleasure, with fitness and disciplined commitment. This adds a further dimension to the

pre-school and children's understanding of keeping healthy. The pre-school works well with the management team at the leisure centre. Children do not have use of the outdoor play area, as it is designed for older children. However, they do have access to the large indoor gyms for parts of the day when they are not in use. Again, children see and learn about the range of performing arts other people enjoy working towards and sometimes have a go themselves. Staff are vigilant about the safety of the children. There are clear systems for accompanying children around the building, keeping them apart from public areas and locking doors to keep the pre-school area safe and contained. Staff issue children with lightweight high-visibility jackets when they move around the grounds so staff swiftly identify children in their care. They take first aid kits and drinking water with them when they make trips to the woodland area. This means children can stay out and enjoy their adventures for longer without having to return to wipe cuts and scrapes. Staff risk-assess each area for each outing so they identify, remove, or avoid any potential dangers. Children may then enjoy a little more freedom as they learn to handle sticks appropriately, compare their length and line them up to see whose stick is the longest. This is a very rich learning environment indoors and outside, which staff use effectively to extend children's team-building skills, self-control and confidence in rising to new challenges. Children attending the pre-school come from a diverse social background with a wide range of previous experience. One of the current challenges for the staff is establishing consistent expectations for children's development of positive attitudes and behaviour towards each other. Generally, children behave well because staff are good role models and set high expectations that children rise to. However, children have less experience of showing tolerance and understanding when they meet children from different backgrounds to themselves. For staff, the next step is to develop clear and consistent methods of teaching children to celebrate the diversity of different cultures, respect individuality, and care for everyone. Staff recognise this is crucial for children to make smooth moves and mix well with new friends at school and elsewhere. As the older children prepare for school, staff are making links with new class teachers and primary schools. Plans are in place to support children, families, and colleagues to make this momentous move as easy and enjoyable as possible.

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

The co-managers commitment to developing a high quality pre-school is evident from their hard work and progress to date. They have already moved on from a pack away pre-school to having sole use of the pre-school room. This puts them in a strong position to develop education programmes further around children's needs rather than what is physically possible. The managers have brought together a very professional, imaginative, and caring team who work well together. Good-quality teaching and delight in the growth of children's personal, social, and emotional skills, motivates them as they routinely reflect upon and develop their practice. Topics and resources across all areas of learning and development are already strong and diverse. Children are in a good position to make sound progress, which their key person and the management team carefully monitor. Staff quickly add in strategies and teaching techniques to boost children's learning when there are other challenges. Children with special educational needs and those learning English

as an additional language have all made rapid progress in their short time at the pre-school. Staff and parents know this as regular updates keep all those caring for the children well informed. As a result, gaps in learning close and children become confident and ready to take on new initiatives, be they a further language or the move to school. The management team clearly understand the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff hold good levels of training in safeguarding children. All staff are knowledgeable and attentive to measures to protect children appropriately and these are regularly reviewed. Staff and parents can also easily access contact details for the Local Safeguarding Children Board should they need to. Guidance on information sharing and commenting on pre-school activities on social networking sites is also on view. Systems for vetting and recruiting staff are thorough and a programme of induction training is developing as new staff join the team. Individual staff supervisions and mentoring help to ensure staff remain suitable to work with children and establish good practice across the pre-school. Procedures for annual appraisals and identifying further training needs are ready for use later in the year. All these actions help to keep children's safety the highest priority and keep children feeling safe and secure. The pre-school managers hold recent certificates in paediatric first aid and a programme to update the first aid skills of all the staff is imminent. The pre-school keeps written records of accidents, injuries, and first aid treatment, informs parents as required and evaluates risks across the indoor and outdoor environment. Staff and children practise evacuation drills at different times of day and through different routes out of the building. This helps children to understand the need to stay together and feel confident they know how to move when the alarm sounds. Partnership working with parents is developing well across a range of approaches, engaging most parents, and supporting children's learning and development and well-being. Managers and staff are building up their links with the local community and with agencies that support children's additional needs. The leisure centre is a hub of activity in the local community and their partnership with the pre-school has many benefits for both parties. Staff support family fun days held at the community centre and have long term plans to develop services to compliment families using the leisure facilities. This is an exciting environment for children and their families who are ably guided and supported by a warm and friendly team.

The Childcare Register

The requirements for the compulsory 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	EY470294
Local authority	Hampshire
Inspection number	945668
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	20
Number of children on roll	17
Name of provider	Knightwood Pre-School Ltd
Date of previous inspection	not applicable
Telephone number	02380276254

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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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