

King Street Pre-School

Wesley Methodist Church, King Street, CAMBRIDGE, Cambridgeshire, CB1 1LG

Inspection date	19/06/2014
Previous inspection date	18/01/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Teaching is good. Staff engage children in meaningful conversations and ask relevant questions to expand children's thinking skills. As a result, all children make good progress.
- Parents receive a warm welcome at this friendly and supportive pre-school. Staff highly value the knowledge they share about their children and use this well to further promote children's learning and individual needs.
- The manager and staff team are dedicated to improving the pre-school. Self-evaluation is effective in building upon strengths, therefore, improving the quality of care for children.
- Staff have a sound understanding of their responsibilities in relation to protecting children. This includes safeguarding procedures and health and safety procedures.

It is not yet good because

- The provider has not informed Ofsted of all changes to committee members. A Disclosure and Barring Service check for committee members is not completed in a timely manner. This means children are not fully safeguarded.
- There is scope for some practitioners to give children more opportunities to predict outcomes as they investigate and experiment, to maximise their learning and development.
- Children do not have varied opportunities to judge risks for themselves during play.

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 playroom and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager.
- The inspector looked at children's assessment records and planning documentation.
The inspector checked evidence of the suitability and qualifications of the staff working with the children, committee members and the pre-school's self-evaluation form and action plans.
- The inspector spoke to parents, staff and children at appropriate times throughout the inspection and took into account their views.

Inspector

Elke Rockey

Full report

Information about the setting

King Street Pre-school was registered in 1992 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a room in the Wesley Methodist Church, close to the centre of Cambridge. The pre-school is managed by a voluntary management committee. Children have access to an enclosed area available for outdoor play. The pre-school opens Monday to Friday term time only. Sessions are from 9.15am until 12.15pm. Children attend for a variety of sessions. There are currently 28 children on roll who are in the early years age group. The pre-school provides funded early education for three- and four-year-old children. The pre-school supports a number of children who speak English as an additional language. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 2 and above, including two with a relevant degree in early years.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop knowledge of the safeguarding and welfare requirements. This refers to knowledge of changes to the management committee that must be notified to Ofsted and obtaining Disclosure and Barring Service checks for all committee members in a timely manner.

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

- increase opportunities for children to speculate and test ideas for their investigations and experiments to optimise their learning to the maximum
- enhance children's understanding of safety by providing even more opportunities for them to take responsibility to calculate risk for themselves.

Inspection judgements

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

Staff have a good understanding of how children learn. Each member of staff has good knowledge of each of their key children. Staff work well together to discuss and develop an overall plan for the week. For example, the planning clearly incorporates children's interests and stages of development. As a result, children's next steps in learning are identified and effectively addressed, supporting them to make good progress overall. Staff regularly share assessments, including the progress check between age two and three,

with parents. Staff support children with English as an additional language equally well to make progress, based on their individual starting points. Children say hello to each other during group times fostering peer friendships and good listening skills. Staff give warm praise and encouragement as children tidy the playroom and outdoor area together. This develops children's personal social and emotional development.

Children maintain focus on activities for long periods with staff effectively extending their play equipping them well for future learning. For instance, children develop imaginative storylines about monsters and how to defeat them. Staff suggest children create these monsters with available creative materials. Children carefully choose the colours yellow and orange chalks to make the monsters look scary on the black paper. This effectively supports their imaginations and their early literacy skills. Staff ask a variety of meaningful questions to promote children's thinking skills well. For example, while making shakers, staff ask children for their ideas on how to seal the shaker. However, occasionally, some staff do not give children the maximum opportunity to speculate and test ideas for themselves. For instance, when trying to understand why one shaker is making noise and another does not, the staff do not give children enough time to arrive at an answer by themselves. Staff promote children's communication and language development well. They listen carefully to children as they talk about interesting topics, such as where they have been on holiday. Staff extend children's vocabulary in a purposeful way through these conversations. They explore the difference between trams and trains. Terminology, such as weekend and weekday are used. These words allow the children to gain an understanding of the world around them. Together children and staff count and add the number of days together. Staff further encourage mathematical skills outside as they make a game of recognising numerals on a mat. Children jump on the correct numerals as staff call out the numbers.

Good use is made of the outdoor environment to support children's learning. The good quality resources and provide exciting and challenging experiences that help children to become engrossed in their play. For example, varieties of clothes are available for children to hang on a washing line. Staff encourage children to persevere as they manipulate the pegs to hang up socks. This builds strength and coordination in children's small finger muscles. Children recognise numbers on the socks and count the items accurately. Children thoroughly enjoy the wide range of activities and resources available outdoors to develop the physical skills required for early writing, in readiness for school. Partnerships with parents are excellent. They feel fully involved in their children's learning. All parents are aware of children's learning books and use the information that the pre-school give them to build on learning at home. For example, parents borrow books from the pre-school and record comments and observations about the children in a sharing book.

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

Children are secure and show clear attachments to their key person who offer strong settled relationships. However, children have a false sense of security because Ofsted have not been informed of changes to committee members, which compromises children's safety. Staff tailor settling-in visits to suit children's emotional needs. Staff work very closely with parents to ensure children's individual needs are well met initially and

throughout their time at the pre-school. Good information is gathered when children first attend, such as medical and dietary information. Staff provide ongoing information about children verbally and through a daily information sheet. Parents state they are 'happy to talk to staff about any little thing'. This very good partnership working benefits children's well-being extremely positively. Children enjoy spending time at the pre-school and are keen to share this with their parents. For example, children excitedly show their parents the photographs on the computer at the end of the session, telling them what they have been playing with during the morning. The pre-school shares information with schools and other settings that children attend, in order to encourage a smooth move to other settings.

The routine provides many opportunities for children to develop their independence skills. They put on aprons for craft and water play independently, wash their own hands and find tissues to meet their own personal needs. Independence is further supported as both the indoor and outdoor environments are well organised. Children make their own choices about the equipment they require and make decisions to support their play. This supports children to acquire the skills needed when moving on to future learning environments, such as school. Children's behaviour in the pre-school is good. This is because staff are good role models and a predictable routine that children know well. This helps children to understand boundaries and expectations. Staff value positive behaviour and give praise often. Children readily seek out staff to share play experiences. They support children to develop friendships with other children. This promotes their personal, social and emotional development.

The pre-school staff provide daily opportunities for children to be physically active. They access a wide variety of opportunities in the outdoor environment to support their all-round development. Staff provide good opportunities for children to develop an understanding of the importance of eating a healthy and balanced diet. They work together with parents to provide healthy snacks. Children learn to keep themselves safe through practical daily routines and staff guidance. For example, staff ask children to sit safely on cushions ready for group time. However, there are fewer play activities to support them to calculate risks by using equipment themselves. Consequently, children do not fully explore methods that help them to understand risks and are dependent on the staff to minimise hazards.

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

The management of the pre-school requires improvement as robust procedures are not yet in place to ensure that all the requirements of the Early Years Foundation Stage are met. This is in relation to failing to notify Ofsted of changes to the management committee. Furthermore, Disclosure and Barring Service checks are not implemented for committee members within a timely manner. The breach has a minimal impact on children's safety as committee members do not have contact with children in any unsupervised situation. This is also a breach of requirements of the Childcare Register. There are appropriate procedures in place to recruit staff ensuring they are suitable to work with children. All qualifications and references are checked by the pre-school to

ensure they are relevant. Induction is sound and includes students. Arrangements for safeguarding are strong. All staff attend training and the subject of safeguarding is raised regularly for discussion. Staff have a good awareness of the possible signs of abuse and knowledge of how to report any concerns appropriately. Daily checks of the building and careful risk assessments before outings promote children's safety appropriately.

The manager who has a clear understanding of their strengths and weaknesses monitors staff performance closely. Supervision sessions and regular staff meetings include discussion about all aspects of the pre-school. Since the last inspection, the dedicated manager has lead the pre-school team to develop provision to benefit the children. For example, implementation of the rolling snack now allows children to independently follow their own interests throughout the session. The pre-school have a detailed self-evaluation plan with clear priorities for improvement, which takes into account the views of the children and feedback from the local authority. In addition, parental surveys use the comments to further improve provision. This means that the pre-school has a strong capacity to improve. The manager monitors the children's learning journal books staff complete so that they can highlight any gaps in achievement and plan appropriate interventions. This ensures there is consistency in planning and assessment procedures.

Partnerships between the staff and parents are excellent because the pre-school communicates in a variety of ways with them. Parents receive a warm welcome each day from the manager and her staff team. Staff talk to them on a daily basis, sharing children's welfare needs, achievements from home and other general matters. A weekly email and notices at the entrance of the pre-school inform parents what the children will be doing each week. Comments from parents include that 'staff are attentive and delightful' and that parents feel the children have 'developed so much since attending'. The pre-school works closely with other professionals and local settings and schools to ensure the children's individual needs are being suitably supported and met.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

Met

To meet the requirements of the Childcare Register the provider must:

- inform Ofsted of the name, date of birth, address and telephone number of any member of the committee (compulsory part of the Childcare Register).

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	221878
Local authority	Cambridgeshire
Inspection number	864272
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	28
Name of provider	King Street Pre School Committee
Date of previous inspection	18/01/2011
Telephone number	07742376299

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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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