

# Kingsland Pre-School

The Coronation Hall, Kingsland, Nr LEOMINSTER, Herefordshire, HR6 9QS

## Inspection date

09/05/2014

Previous inspection date

20/01/2009

## 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

- Teaching is good. The educational programme provides interesting and challenging experiences across all areas of learning that help children to make good progress towards the early learning goals.
- Staff are supportive of all children and respond appropriately to their individual needs. They interact positively with the children as well as the parents and build good relationships with them to help them to feel secure.
- Children are well safeguarded. This is because staff are very knowledgeable about their role and responsibility to keep children safe and the premises are kept secure.
- The leadership and management of the pre-school are strong and are able to recognise areas where improvement is needed. They are determined to make the necessary changes to move the pre-school towards excellence.

### It is not yet outstanding because

- Staff's skills in asking open-ended questions are variable. This means children are not consistently encouraged to build on their rapidly developing critical and creative thinking skills.
- There is scope to further extend ways of consistently exchanging information with other settings about children's development or interests, to ensure a highly consistent and complementary approach to the children's 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 the children and their activities both indoors and outdoors.
- The inspector sampled a range of documentation including children's planning and assessments and a range of policies and procedures.
- The inspector conducted a joint observation with the manager and a member of staff.
- The inspector checked evidence of suitability and qualifications of staff working with children and the providers self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the pre-school's own parent survey.

## Inspector

Tina Smith

## Full report

### Information about the setting

Kingsland Pre-school was registered in 2006 on the Early Years Register and the compulsory part of the Childcare Register. It operates from the village hall in North Herefordshire. The pre-school serves the local area and is accessible to all children. There is an enclosed area for outdoor play. The pre-school employs eight members of childcare staff, all hold appropriate early years qualifications to level 3, with one member of staff completing a foundation degree in early years. The pre-school opens four days per week between 9am and 3pm on Monday, Tuesday, Wednesday and Friday during school term times. There are currently 31 children aged two to four on roll. 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. The pre-school receives support from the local authority.

### What the setting needs to do to improve further

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

- promote even further the sharing of information with other providers when children attend more than one setting, so that children's learning is complemented and supported in all settings
- enhance the already good use of open-ended questions so that children are able to consider their responses and further develop and consolidate their knowledge and understanding.

## Inspection judgements

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

Teaching is good; staff have a comprehensive knowledge of the Early Years Foundation Stage and this means they can provide children with a wide choice of stimulating activities that capture their interest and motivate their learning. Staff plan play to include a good balance of adult-led and child-initiated play. As a result, children benefit from a combination of experiences that include those led by adults and learning from their own play. Children's starting points are assessed on entry through staff observations as well as from information gathered from parents. Staff talk to the parents as well as asking them to complete profile sheets for their child, which includes details of their interests, care needs, routines, as well as what they can do at home. As a result, staff are aware of what children can already do and progression from the start can be accurately monitored. Staff regularly observe the children and use the observations to plan and organise activities,

resources and support to help children consolidate and build on their identified next steps. Parents are successfully included in their children's learning because staff discuss children's progress, activities and achievements with their parents on a daily basis and listen to what parents tell them about what children have been doing at home. In addition, each child has a learning journey record which contains observations of their learning, along with photographs and pieces of their work. Parents and children are regularly invited to review and add to them. As a result, children are able to reflect on their past learning, parents are kept well informed about their children's progress and the pre-school has a complete picture of the children's overall development. Staff organise termly events which parents are invited to. For example, most recently, an Easter bonnet parade. This time is used to celebrate the children achievements and to discuss with parents where their children are in their learning. To enable parents to continue their children's learning at home, staff talk to them about the activities their children have taken part in. Display boards also offer ideas, for example, asking children to find different coloured objects at home. The pre-school are completing the required progress check at age two for each child and parents are asked to contribute to this.

On the day of the inspection the pre-school children enjoyed a day trip to Leominster where they attended activities in the library as well as having the opportunity to use the facilities at the park and play area. Children are developing effective learning skills as they confidently engage with their peers, key persons and staff from the library. Staff use this time to promote the children's literacy skills. They support them in finding a book which is special to them, for example, a book about transport or aliens and provide resources so that they can make marks. Children sit together reading to each other before confidently climbing on a staff members lap to continue reading a story. Effective use of group sessions, such as singing and story time, help to develop children's social skills. They listen attentively to stories being read and enthusiastically join in with action songs. To promote the children's understanding of the world and their community, pre-school staff invite a policeman to talk to the children about his role. The policeman talks to the children about the different forms of transport used by the police, explaining he uses his bike on patrol. Staff stimulate meaningful conversations by asking questions about the colour of the cars and the sounds of the sirens, as well as who has a bike at home. Children confidently tell the policeman and the staff the colour of their bike and whether it is big or little. Staff extend these conversations and the children's learning of how to keep themselves safe by discussing with them the importance of wearing a helmet when riding their bikes. However, some staff are less confident in their questioning techniques. They ask too many questions where children can only answer 'yes' or 'no'. This means that at times, children do not always have the opportunities to learn through thinking and finding things out for themselves. Nevertheless, these interactions support children to make links to their home life as well as promoting self-confidence and self-esteem, skills which are needed in readiness for school. Staff support children in using mathematical language during routines throughout the day, for example, when lining up to go to the park, older children count how many are in the line and staff remind them of positional language such as who is behind/in front of you?

All children are welcomed and valued. Children with English as an additional language, special educational needs and/or disabilities are fully included and staff recognise children's individual learning needs and support them to join in activities at their own

pace. Children's physical development is very well promoted and they enjoy spending lots of time outdoors in the fresh air, where they capably use equipment, such as bicycles, push along toys and climbing apparatus. In addition they have access to a number of resources which enable them to develop their own ideas through exploration and investigation. For example, tyres and wheels. Children are developing a good understanding of the world around them. They enjoy using technology such as a laptop and operate mechanical toys, turning knobs and pushing buttons to achieve effects such as sounds or movements.

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

Key aspects of children's well-being are good. The pre-school has a well-established and effective key person system which helps to promote the children's emotional well-being and independence, as well as ensuring a regular two way flow of communication with their parents. Staff are caring and kind and deliver good levels of care. They interact positively with the children as well as parents and build good relationships with them to help them feel secure. Children settle well because the pre-school has effective settling-in procedures. Parents are invited to stay and play so that children become familiar with their surroundings and staff. Consequently, children soon relax, enjoy trying new experiences and investigate their play. Children are well prepared for the next stage in their learning because staff give careful consideration to preparing them for school. This is because the pre-school has very good partnerships with the local school and pre-school children are encouraged to participate in school life and activities. For example, using the school site for outdoor play. In addition, during the summer term, children are invited to attend sessions in the reception class so that they become familiar with the environment as well as routines and the reception teacher visits the children in their own surroundings. Consequently, the transition between pre-school and school is a positive experience for the children. Staff encourage children to become independent learners, they are given lots of choice. For example, children choose the resources they want to play with from a display book, as well as being taught to do things for themselves such as pouring their own drinks and putting on their coats when going outside.

The environment is stimulating, generally well resourced, warm and welcoming. Toys and resources are of a good quality, age appropriate and easily accessible to the children. The entrance hall and notice boards contain information and displays for parents, which helps all children and their families to have a sense of belonging. Staff place a strong emphasis on keeping children safe. Children are well supervised by staff; nevertheless they are given autonomy over their play and are able to explore their secure environment freely and with confidence. For example, when visiting the park, children know how to take sensible risks and confidently try new experiences, including climbing and balancing. Staff support them by being there, ready to help only when needed. Children develop many of the skills necessary for future life, and make good progress in the prime areas of learning. They form friendships with their peers and staff provide experiences that require children's cooperation and communication. Children are very well behaved because staff are positive role models and give clear guidance as to what is acceptable behaviour. For example, children are reminded to be kind to one another, to take turns and to share. Children's

health is well promoted because the pre-school follows good hygiene procedures and practices, which meet the children's physical, nutritional and healthcare needs. Children are beginning to learn about healthy lifestyles. They demonstrate a good understanding of the importance of washing their hands at appropriate times, and have access to facilities where they can independently manage their toileting needs. Fruit, milk and water is supplied at snack time and staff talk to them about the importance of eating healthy foods such as fruit and vegetables. Children benefit from fresh air and exercise because the children have regular opportunities to play outside. They have access to a large playing field as well as the school activity area. As a result they are able to run, jump and be physically active.

Children are beginning to develop an understanding of the world, different people and communities because the pre-school invites people who help us in to visit the children. They celebrate various festivals and events, for example, children make Easter bonnets for their parade. Children learn about their own safety because staff talk to them about dangers. For example, when walking to the park, staff talk to them about road safety and the importance of them walking in a line and holding the handles on the rope. In addition, children take part in regular fire drills.

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

Children are safeguarded very well. Staff have a very good understanding of child protection and the procedures to follow if they have a concern about a child in their care. All policies are in place and the pre-school has written risk assessments, which are regularly reviewed. For example, risk assessments are regularly completed for trips into the community. Most staff have current first aid certificates and therefore are up to date in the knowledge and skills to act appropriately should children have an accident or become ill. The management team have regular meetings with staff to discuss safeguarding procedures, including whistle-blowing and behaviour management. Recruitment measures are robust, with safer recruitment procedures being implemented. All staff are checked thoroughly before being employed and well-organised induction procedures are in place to assist staff. Other procedures to further protect children, such as safe collection systems and seeking all necessary information at registration, are thoroughly carried out.

The leadership and management of the pre-school is strong. They have a positive vision for providing a high quality service and are fully committed to reflective practice. They, along with their staff, have a very good understanding of the learning and development requirements. Play is planned around the children's interests, and they provide challenging next steps for each child. As a result, children make good progress in their learning. The manager carries out regular supervisions on staff as well as more formal appraisals. These identify any areas for improvement. There is an effective programme of professional development, which helps staff to improve their knowledge and practice. For example, staff recently attended training on behaviour management and sign along training is about to be undertaken. The management team understand the need to monitor the educational programme along with the quality of teaching and have effective systems in place to do

so. The manager tracks where children are in their learning ensuring that early intervention is sought if needed. Consequently, the teaching is good and children's learning is strong, given their individual starting points. The pre-school have taken clear steps to improve since the last inspection. Action plans have been set which are honest, thorough and show a true reflection of the pre-school and the impact it has on the children's progress. As a result a strong capacity for improvement is shown and they continue to move forwards on their journey towards excellence.

Partnerships with other professionals are effective and staff work closely with them in order to help children who need additional support. For example, they take advice from the local authority advisors and attend multi-agency meetings to effectively support children's individual needs and so that appropriate support is given over time. Parental partnerships are strong. Key persons spend time with parents at the beginning and end of the day discussing their child's needs and achievements. This two way flow of communication ensures that parents are kept well informed about their child's daily needs and activities. The pre-school have developed ways to share children's development and learning records with staff from other settings that children attend. However, this could be further enhanced to ensure that there is a highly consistent and complementary approach to all children's learning. Parents' comments during the inspection show they are happy with the care and education offered to their children. Overall, children are happy, settled and enjoy the time they spend at the pre-school. The skills they learn help to prepare them to be ready for school and lay firm foundations for their future learning.

### **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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

<b>Unique reference number</b>	EY321131
<b>Local authority</b>	Herefordshire
<b>Inspection number</b>	862399
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	20
<b>Number of children on roll</b>	31
<b>Name of provider</b>	Kingsland Pre-School Committee
<b>Date of previous inspection</b>	20/01/2009
<b>Telephone number</b>	07871480680

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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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