

# Kilmington Pre-School

The Village Hall, Kilmington, AXMINSTER, Devon, EX13 7RG

<b>Inspection date</b>	11/09/2014
Previous inspection date	30/01/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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 develop very positive relationships with children. This helps encourage children to engage with others and take part in activities.
- Children learn in a warm, welcoming and stimulating environment, in which they are happy, eager and motivated to learn.
- Leadership and management is good. The staff team work effectively together to ensure children receive a good quality early years education.
- Partnership with parents is strong. They feel involved in their children's learning and speak very highly of the setting.

### It is not yet outstanding because

- Children have limited opportunities to use technology in their play so they learn about cause and effect, and how things work.
- Staff provide few opportunities for children to help prepare snacks, which limits their experiences to learn through daily routines and extend their independence.

## 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 interactions between staff and children inside and outdoors.
- The inspector spoke to staff, children and the chairperson.
- The inspector sampled documentation including policies, children's learning records and risk assessments.
- The inspector reviewed the self-evaluation form.
- The inspector spoke to some parents and carers on the day of the inspection.

## Inspector

Katherine Lamb

## Full report

### Information about the setting

Kilmington Pre-School registered in 1992 and is run by a committee. It operates from the village hall, set in Kilmington, near Axminster, Devon. The accommodation consists of a main hall with access to toilet facilities through the foyer. An enclosed area is available for outdoor play. The pre-school is registered on the Early Years Register. There are currently 13 children on roll. The pre-school is open Monday, Wednesday, Thursday and Friday during term time. Sessions run from 9am to 12.15pm. There is a lunch club on a Monday and Wednesday until 1.15pm. The pre-school employs four staff to work directly with children, three of whom hold a level 3 early years qualification.

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

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

- provide children with the opportunity to use technology in their play to develop their knowledge of cause and effect and how things work
- strengthen opportunities for children to be involved in the preparation of their snacks, so that they learn to be more independent at mealtimes.

### Inspection judgements

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

Staff support all children well so they settle quickly when they arrive and start to play with their friends. Children are familiar with the daily routine, which supports them to settle with ease. This is because staff are clear on their roles so that the sessions run smoothly. Staff know the children well and show close, warm relationships with them. There are good teaching techniques used by staff. They talk to children clearly, question them about what they are doing and leave time for them to answer. This shows that staff have an interest in what children have to say by allowing them to consider their reply. This has a positive impact on children's learning and development, meaning children make good progress from their starting points on entry to the pre-school. Staff are deployed well to supervise children and support their learning effectively.

Staff set up the hall to offer designated areas to support different aspects of children's learning and development. Overall, there is a good range of resources, however, there are few resources to support children's understanding about technology so they learn about cause and effect and how things work. Some resources are stored in boxes that staff label with photographs, which helps children know where things belong. This also helps to promote children's independence when it is time to tidy up. Staff plan activities to cover all

areas of learning and meet children's individual needs to support their development.

Staff support and challenge children's learning effectively. They teach children that the marks they make have a meaning. They provide children with their written names to copy onto the pictures they draw. Children use a self-registration system when they arrive at the pre-school and this enables them to learn to recognise their name. Children benefit from free access to the enclosed garden which is used as an extension of the inside space. Here, children investigated how sponges work when washing their toys. Staff supported this interest well by using questioning to extend their learning. Staff supported children's curiosity by playing sound games. Children listened to the different objects in the box to see if they could identify what was making the sound. These activities encourage children's listening and thinking skills well as they develop in their communication and language. Children learn to use numbers confidently in their play and during the daily routines as well as using mathematical language. For example, children counted how many children and staff were present. Staff asked them how many ducks were in the water tray before counting them to identify the correct answer.

Children have individual learning journals where staff record their achievements through photographs and observations. Staff encourage parents to share useful information about their child when they start. Parents contribute to these journals at parent meetings by sharing what their children learn at home. Parents also add to termly reports that summarise their children's progress, meaning they are effectively involved in their children's learning. Parents speak highly of the setting and appreciate the care and learning experiences their children receive.

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

The good relationships children have with staff in the warm and friendly pre-school means children are comfortable and fully at ease. This is because staff are sensitive and highly supportive; fully meeting their individual emotional needs. Children feel secure and flourish at the pre-school. This gives children a strong base, and the confidence and self-esteem to progress well. It also helps them with their transitions between the pre-school and school. As a result, children are enthused, keen learners who contribute willingly in games and activities. Children are confident in expressing their needs and play ideas, asking for specific games or toys and easily choosing from those they can reach. This shows children's increasing independence in making decisions about their own play and learning. Staff work well with parents from the start, gathering information about children's specific care needs and details about any allergies. The relationships between staff, the children and their parents are positive in ensuring good quality care for all children.

Children are very polite and manage their own behaviour well because staff promote the behavioural rules throughout the sessions. Sensitive reminders from staff and positive reinforcement means children receive consistent messages. Children remind their friends to take turns during games or to share the toys using timers. This means children build strong relationships with their friends. They work together well as they play and learn positive social skills to support their future learning, for example, when they move up to

school.

Children benefit from healthy snacks that meet their individual dietary requirements. Although children serve themselves cut fruit, staff do not involve them in preparing for snack, for example, by allowing them to cut up the fruit under supervision, to extend children's independence and self-care skills further. Children follow good hygiene routines and regularly wash their hands to minimise the spread of infection. They enjoy spending time outside and appreciate being able to move resources between the hall and the outside space.

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

The manager and committee have a good understanding of their responsibility in meeting the requirements of the Early Years Foundation Stage. They monitor the educational programmes well to ensure all children receive learning experiences that meet their individual developmental needs. As a result, all children are well cared for and make good progress in their learning and development. There are comprehensive policies in place, which staff understand and implement consistently.

Management are committed to working together to improve the pre-school. Accurate self-evaluation, along with support from the committee and parent feedback helps to effectively identify strengths and prioritise areas for improvement. The manager meets with her staff team to evaluate the provision, meaning they are all involved and work together to improve practice. Their ideas are realistic regarding strengths and areas for development, which they are working on. An appraisal system identifies and addresses any staff training needs to support their professional development. This helps to drive improvements in the quality of the provision. The staff team use staff meetings as a time to review and reflect on their practice. Staff and parents are keen and willing participants in the ongoing self-evaluation process, which benefits children's care and learning.

Staff make good use of risk assessment to identify and reduce hazards to protect children so they can play in a safe environment. Staff supervise children well. Staff are fully aware of their roles and responsibilities to safeguard children's welfare. Staff have attended safeguarding training and know the procedures to follow if they have a concern about a child in their care. There are comprehensive recruitment and vetting systems in place to ensure all staff are suitable to work with children. Management check staff experience, qualifications and overall suitability as part of this process.

The pre-school works effectively with parents so they are fully involved in their children's care and learning. This supports parents to share what they know about their children and to continue the learning at home. This means any gaps in children's learning narrow as quickly as possible. Management and staff ensure they keep parents well informed about their children's time at the pre-school through newsletters, emails and discussion. Parents report they 'are grateful for what the staff do' and find 'everyone friendly, approachable

and professional'.

## 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>	105988
<b>Local authority</b>	Devon
<b>Inspection number</b>	816888
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	13
<b>Name of provider</b>	Kilmington Pre-School Committee
<b>Date of previous inspection</b>	30/01/2012
<b>Telephone number</b>	07815 477196

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

