

Kilnhurst St Thomas Pre School

St. Thomas C of E Primary School, Meadow View Road, Kilnhurst, Rotherham, South Yorkshire, S64 5UA

Inspection date

10/11/2014

Previous inspection date

09/09/2010

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	1
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

- The indoor and outdoor areas are rich with opportunities for learning. They are thoughtfully planned to allow children to explore and investigate and, as a result, they develop considerable confidence as learners.
- Children's transitions between home, the pre-school and school are extremely well managed. As a result, children form extremely good relationships with each other and members of staff.
- Children flourish in the safe, welcoming and inclusive environment. They settle extremely well and are highly motivated to learn.
- Children are safeguarded well because the setting has effective policies and procedures in place and all staff have a good understanding of their roles and responsibilities.
- The quality of teaching is consistently high. Staff provide a wide range of stimulating activities that extend children's learning through effective questioning and clear explanations.

It is not yet outstanding because

- Systems for monitoring staff performance do not involve management and staff observing each others' practice to enhance the already good quality teaching to an outstanding level, in order to maximise children's attainment.

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 had a tour of the premises with the manager.
- The inspector observed children during play, focused activities, outside play and snack times.
- The inspector completed a joint observation with the manager.
- The inspector held meetings with the manager and the deputy and took account of the views of parents spoken to on the day.
- The inspector looked at children's observation and assessment records, the register of attendance, staff suitability and sampled policies and procedures.

Inspector

Catherine Mather

Full report

Information about the setting

Kilnhurst St Thomas Pre School was registered in 1995 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a classroom within St Thomas Church of England Primary School in Kilnhurst, Rotherham, and is managed by a voluntary management committee. The pre-school serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The pre-school employs six members of childcare staff, all of whom hold relevant childcare qualifications at level 3 and above. The pre-school opens Monday to Friday term time only. Sessions are from 8.45am to 11.45am and from 12noon to 3pm. There are currently 94 children on roll, all of whom are in the early years age range. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- consolidate the existing systems of performance management, for example, by extending the observation of practice to include managers as well as staff, creating a selective and precisely focussed approach to improving teaching to the optimum so that children make progress to the highest levels.

Inspection judgements

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

Children make good progress in their learning because key persons are knowledgeable about how children learn and about meeting children's individual needs. Strong emphasis is placed on working in partnership with parents. Information is gathered from parents about children's needs, on entry to the pre-school, which helps staff to swiftly identify children's developmental starting points. Staff work hard to ensure that parents are involved in children's learning. For example, parents are encouraged to support children's learning both at home and at the pre-school. They share information with their child's key person and contribute written comments on the achievement board. Staff have an in-depth understanding of the Early Years Foundation Stage and use this very well to support children in their learning. All staff respond extremely well to children's individual needs and interests, and guide their development through positive interaction. As a result, children thoroughly enjoy their time at this happy pre-school, and show high levels of involvement and a strong motivation to learn. Children's development records show that they are making good progress in relation to their starting points through an effective balance of adult-led and child-initiated activities. The pre-school offers a fully inclusive environment for children. Several children speak English as an additional language and

their needs are effectively met. Staff use strategies from the Every Child a Talker programme, including visual timetables. This means that children know what will happen next as staff get down to the children's level when speaking, and pointing out the pictures and signs. As a result, children are able to respond to facial expressions and body language. This helps children to progress further with their language and communication skills. Children's interests are recognised and taken into consideration as staff plan exciting and educational experiences.

The overall quality of teaching is very strong, with some aspects moving towards outstanding practice. Staff have a deep understanding of child development and how to effectively promote children's learning. Children's communication, language and literacy skills are significantly enhanced because staff provide them with learning experiences which actively contribute towards these skills. For example, children take part in listening walks in the school grounds and woodland. They carry clipboards with items they need to listen out for and they mark them off the list as they hear the sounds. This means that their early literacy skills are developing well because they understand that print carries meaning that can be understood by others. All areas in the setting are rich in print, with words, signs, shapes and numerals to allow children to see meaningful print and make connections in their learning. Children's communication and language skills are significantly enhanced because staff provide them with purposeful experiences which actively contribute towards these skills. For example, they use story sacks which include props, such as puppets. Children also use puppets in a well stocked book area as they use their imagination to produce their own puppet shows.

Parents are kept well informed of, and included in, their children's learning. They know that it is important to be able to extend and continue learning at home. This is because they are provided with pertinent information and suggestions about activities that will help their children's learning and development. Consequently, this builds on what parents know and already do with their child, and supports their confidence and knowledge in how to extend and strengthen the early home learning environment.

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

Children are cared for in a welcoming child-friendly environment. Staff have developed good systems to support children in settling into the pre-school. Children build strong relationships with staff as they are provided with genuine warmth and affection. The staff gathers good information from parents about children's needs, likes and dislikes, skills, capabilities and achievements, when they first start to attend. This information sharing enables the staff to build very secure bonds and attachments with children. Therefore, children are happy and feel emotionally secure and safe during the time they spend in the pre-school. Staff are extremely vigilant about safety and thorough risk assessments are completed for all areas of the pre-school. Children learn about possible dangers and how to keep themselves safe during physical activities outdoors. Timely reminders are given by staff, such as asking children to consider how to be careful as they climb higher on climbing frame, without thwarting children's ability to test out their confidence. Staff also provide clear explanations to children about the importance of wiping any spilt liquid on the floor, so that they do not slip.

An extremely good range of resources are available for children, both indoors and outdoors. As a result, children are able to access flexible activities that are challenging, creative and thoughtfully planned. There are high ratios of staff present to observe and assess children, to ensure that they access a wide range of activities and experiences that support their learning and development. The inspired imagination of the pre-school staff have made the outdoor area a highly stimulating and inviting space for children. For example, a pathway takes children past mature trees, an ivy covered pergola and a camouflaged den. This provides a wealth of learning experiences about nature, including insects and creatures that live outside. Children carry clipboards and binoculars and say they are looking for birds. To further support and extend their learning, staff sensitively suggest they could take the explorers box into the den. This means that children can develop their play because staff understand the characteristics of effective learning. As a result, children are developing the skills they need for their future learning and starting school. Parents say that they have full confidence in the way that transitions are managed, and that children move on to school happily and confidently. This is because the pre-school has highly effective transition procedures in place for children, moving on to school. They work collaboratively with the reception class teacher and children benefit from planned sessions with older school children. Furthermore, staff pass on children's progress records in a timely manner. As a result, all children have a very secure foundation for their future learning and development which ensures that they are extremely well prepared for school.

Staff are effectively deployed to supervise children at all times and this promotes their safety well. Children play together and behave well; they are encouraged to behave in a positive and respectful manner, which helps to keep themselves and their peers safe. This is because staff teach children to take turns during their activities. Consequently, this nurtures an excellent understanding of playing cooperatively. High priority is given to promoting children's physical development, as they are provided with as much outdoor play as possible. They have continuous access to a large outdoor area, which is used in all weathers. Children develop their large muscle skills, as they ride bikes, scooters and climb on play equipment. Therefore, children have a wide range of opportunities to be active, exercise and lead healthy lifestyles. In addition, they are able to access even larger spaces such as the wooded area, school playground and sports field. Children learn about good hygiene routines as they understand the importance of washing their hands at appropriate times. Awareness of healthy foods is strongly promoted. Children plant and care for a selection of fruit and vegetables in the outdoor area, including two new fruit trees. They excitedly discuss how the apples will grow and how they like to eat them. As a result, children learn about planting and growing and where food comes from. This supports their understanding of the world as they begin to understand growth, decay and changes over time.

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

All staff have a good knowledge and understanding of how to protect children in their care. They know the procedures they must follow should a concern arise. Comprehensive

safeguarding policies and procedures are in place. These are reviewed regularly to ensure that all information is accurate and in line with the latest guidelines, which includes the use of cameras and mobile phones. Safeguarding procedures are effective so that children are safe and protected. For example, staff are vigilant when monitoring the door at arrival and collection times, to promote children's safety.

The management team have a secure understanding of their responsibility to ensure that they meet the learning and development requirements. Children benefit from a motivated and enthusiastic staff team, that is focussed and hard working. They work extremely well together and complement each other's skills and expertise. Each key person monitors the individual progress of children, to make sure that they can swiftly identify any gaps in learning. Robust vetting procedures are in place and the management team ensures that all adults are suitable to work with children. A full induction programme for new staff and students on placements helps to ensure that everyone is well aware of their roles and responsibilities. Staff receive ongoing training following their induction and they all complete paediatric first aid training, which supports their understanding of how to deal with minor injuries. All of the recommendations from the previous inspection have been effectively addressed. This demonstrates that the staff team have a good commitment to continuous improvement. They work very effectively together to reflect on practice through peer observations and regular staff meetings. The management team undertake annual appraisals to assess staff's ongoing suitability and the manager is confident of staff skills and abilities. However, managers and staff do not regularly observe each other's individual practice to build on key strengths within the team and help staff develop their teaching to the optimum, so that children make progress to the highest levels.

The pre-school has forged strong partnerships with parents and external agencies. Parents are complimentary about the pre-school and staff. They typically comment about the excellent, supportive and amazing care and education their children receive. Parents say that some of the strengths of the pre-school are the friendliness of the staff, the progress their children make and the excellent way the children are prepared for school. Children with special educational needs and/or disabilities are well supported and the manager actively works with parents and attends meetings with other professionals and external agencies. Pre-school staff work closely with the school's early years lead teacher. Planning takes account of any identified gaps in learning and older children benefit from joining the reception class children for short sessions once a week.

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. 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

Unique reference number	303242
Local authority	Rotherham
Inspection number	867448
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	28
Number of children on roll	94
Name of provider	Kilnhurst St Thomas Pre School Committee
Date of previous inspection	09/09/2010
Telephone number	01709 578481

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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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