

Kintbury Pre-school

Preston Hall, Gainsborough Avenue, Kintbury, Berkshire, RG17 9XN

Inspection date	08/01/2015
Previous inspection date	02/12/2008

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		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 provide a wide range of interesting activities to support and engage children in learning. As a result, children are confident to explore and play.
- Staff create a welcoming and happy environment for all children.
- The pre-school operates a secure key-person system, which supports the emotional well-being of the children and encourages them to develop their independence.
- The staff help children make good progress in their early literacy skills. Children are learning to listen with increasing attention and use language to connect ideas.

It is not yet outstanding because

- Children have limited opportunities to access and explore a wide range of materials, to create pictures and artwork.
- Staff do not always fully involve parents in children's learning and provide information about children's activities to promote learning at home.

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 indoor areas and in the garden.
- The inspector spoke to staff and children at appropriate times throughout the inspection, during and after activities.
- The inspector looked at documentation, including progress records and planning documents, and discussed these with staff.
- The inspector and manager conducted a joint observation.
- The inspector spoke to available parents at inspection.

Inspector

Tracy Bartholomew

Full report

Information about the setting

Kintbury Pre-School has been operating in its present location since 2007. It is situated at Preston Hall in Kintbury, Berkshire. A voluntary committee of parents manage the pre-school. It is open five days a week during the school term. Sessions run from 9am until 12pm every weekday except Wednesday and from 12pm until 3pm on Monday and Thursday afternoons. All children share access to an outdoor play area. There is wheelchair access and facilities for disabled people. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 21 children on roll. The pre-school receives funding to provide free early education for children aged two, three and four years. The pre-school employs four members of staff, three of whom hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- review the organisation of creative materials, to fully maximise opportunities for children to independently express their creativity
- increase the opportunities to involve parents in children's learning and provide more information about children's activities to promote parents' understanding of the Early Years Foundation Stage.

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. Staff have a secure understanding of the requirements of the Early Years Foundation Stage and use their knowledge to provide good quality care and learning. Children enjoy a wide range of suitable books, including both fiction and non-fiction. Staff display the books attractively and encourage children to use them to learn about the world around them. For example, they look at books about the life cycle of the butterfly.

Skilful teaching helps children to make good progress in their early literacy development. Staff talk to children about their activities, modelling language and asking open-ended questions. For example, when children were playing in the role-play area, a staff member asked the children how they could get the cakes out of the microwave safely. The children stopped for a moment to think then replied, 'With pretend oven gloves'. The staff member extended play and asked the children what they were cooking, which promoted their imagination skills skilfully. Staff support children to listen and concentrate during individual

and group story times. During circle time, staff help children to recognise the letters from the alphabet and encourage children to trace their names on thank you cards. These experiences effectively prepare children for early reading and writing, and their move to school.

Children happily play with staff during adult-led and spontaneous activities. For example, when children explored in the sand with funnels and spoons, staff joined in with them to discuss the patterns that they were making. Children experimented with shapes and sizes as they fitted jigsaws together and staff helped them work out the best way of building a house with bricks. This skilful teaching helps children to learn early mathematical skills. Overall, staff provide children with a good range of toys and resources. They confidently choose resources; however, they have limited opportunities to access creative materials other than crayons to design pictures. Staff plan a good range of activities to promote children's physical development, for example they encourage them to join in with action songs and practise physical skills in the outside area.

Staff make effective observations of children and assess their development. They track children's progress and plan activities to advance their learning. Records clearly show how the children are progressing. Parents have opportunities to discuss their children's progress regularly with staff, through regular consultations. However, staff do not always encourage parents to contribute to their children's learning records or share activities so parents can extend learning at home. Staff undertake the two year progress check for each child in the required age group. They share this information with parents in order to identify their children's achievements and any additional support they might need.

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

Children arrive with confidence and greet their friends with pleasure as they arrive at the pre-school. They know the routines well and all happily explore the generally good range of activities available. Staff value children's work and display it purposefully within the pre-school, which gives children a sense of belonging. There are good settling-in procedures and children benefit considerably from the home visits, which allow staff to get to know them in their home environment. This along with the strong key-person system helps children to feel safe and secure. Children's behaviour is good; they adapt well to the routines and know the rules. The staff's sensitive reminders and vast amounts of praise and encouragement help children learn to share and take turns. Consequently, children are kind and considerate to others.

The staff provide a clean and well-organised environment. They implement robust hygiene policies, which promote children's good health. For example, staff wear aprons and gloves when changing nappies to minimise the risk of cross infection. Staff teach children to manage their self-care independently in preparation for school. Children confidently manage their own personal needs and understand the importance of washing their hands. In addition, they are learning to put on their coats and wet weather gear.

Children benefit from balanced and nutritious food at snack time. Staff encourage children

to pour drinks and select food, which promotes their independence and understanding of a healthy lifestyle. Staff follow information provided by parents to meet children's individual dietary requirements. Staff provide children with regular opportunities to play outside, which provides them with fresh air and exercise. Staff enhance physical development as children enjoy playing together with the available resources, such as bicycles and balls. Staff provide timely reminders to help children gain a good understanding of how to keep safe. For example, staff asked the children to walk slowly in the main playroom and explained why this was necessary. This helped children to think about their actions and understand the consequences.

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

The management and staff have a good understanding of their responsibilities to meet the requirements of the Early Years Foundation Stage. Together they work well as a team and provide good quality teaching and learning. Regular meetings with staff mean that the management monitors children's development and progress, and discuss any identified gaps in children's achievements. This means staff plan effectively for individual and groups of children and provide additional support to ensure any gaps in children's learning are narrowing.

All staff have a firm understanding of their duty to safeguard children. They understand their roles and responsibilities in relation to child protection. They have a good awareness of possible signs that would raise concerns and how to report these. They implement clear policies and procedures, which include a detailed safeguarding policy. There are thorough risk assessments in place and all areas are checked and reviewed prior to children using them. This means staff provide a safe and secure environment where children can freely move in safety. The management have good recruitment procedures to ensure that they appoint suitable staff. Staff receive good ongoing support, appraisal and mentoring. Therefore, all staff have the skills and knowledge for their roles.

Staff have positive working relationships with parents and with other professionals involved in the children's care. They welcome children warmly and keep parents well informed through daily conversations, newsletters and a range of noticeboards. This enables parents to feel included in their child's day and upcoming events. Parents comment that they love the provision and that staff are caring and professional, offering good quality care to their children.

The pre-school uses the Ofsted online self-evaluation system to reflect on their practice. This has enabled them to address the recommendations from the previous inspection and identify the strengths and weaknesses in the provision to plan future improvements. All staff and parents are involved in the evaluation, clearly identifying the strengths and areas for development. This ensures that staff are continually improving outcomes for children.

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	EY349727
Local authority	West Berkshire (Newbury)
Inspection number	828587
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	26
Number of children on roll	21
Name of provider	Kintbury Pre-School Playgroup Committee
Date of previous inspection	02/12/2008
Telephone number	07765040269

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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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