

Kilkhampston Pre School

Kilkhampston Junior & Infant School, Kilkhampston, Bude, Cornwall, EX23 9QU



Inspection date

25 February 2015

Previous inspection date

20 March 2009

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The provider does not ensure all documentation and records, including public liability insurance and details of suitability checks for committee members, are easily accessible and available for inspection.
- The provider failed to provide Ofsted with accurate information about its committee members as required. This is also a breach of requirements for the Childcare Register.
- Staff do not provide more consistent opportunities for children to participate in self-care tasks, to further develop their independence when dressing and at mealtimes.
- At times, staff do not provide resources outdoors that encourage children to engage in sensory and imaginative play, practise their reading and writing skills, and experiment with cause-and-effect.

It has the following strengths

- Staff know individual children well and their next steps in learning because they monitor children's achievements well. Consequently, all children make good progress, which prepares them well for school.
- Staff have a good understanding of procedures to safeguard children, including how to refer concerns relating to children's welfare.
- Children settle in quickly and develop confidence due to the warm and caring relationships staff establish with them.
- Children are becoming confident communicators because of the range of effective teaching strategies that staff use. For example, they frequently ask older children questions, such as 'What makes you happy?', which encourages children to think and use language to express themselves.

What the setting needs to do to improve further

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

- ensure all records are easily accessible and available for inspection, including details of suitability checks for committee members and public liability insurance.

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

- provide more occasions for children to complete small tasks, to help them become independent in their self-care
- develop the outdoor play space further to provide more resources that cover all areas of learning, so children can practise new skills in different environments.

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

- ensure all new committee members follow the correct procedures to inform Ofsted of their name, date of birth, address and telephone number (compulsory part of the Childcare Register).
- ensure all new committee members follow the correct procedures to inform Ofsted of their name, date of birth, address and telephone number (voluntary part of the Childcare Register)

Inspection activities

- The inspector looked at children's records, planning documentation and a range of other documentation, including policies and procedures.
- The inspector observed daily routines, children's self-chosen play, and adult-led activities both indoors and outdoors.
- The inspector spoke to the provider to discuss procedures to notify Ofsted of changes to committee members.
- The inspector spoke to the staff and children during the inspection.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Sarah Madge

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff discuss children's interests and stages of development with parents when children first start. This builds an accurate picture of children's current skills. Routine observations help staff identify any gaps in children's development to provide additional support during planned activities and children's free play. Children are keen to explore. They initiated discussion about the use of potatoes when pretending to find one in the soil tray. They demonstrate a good ability to solve problems. For instance, two children built a tower together, working out which blocks would fit. At times, staff do not provide a wider range of resources and opportunities outdoors for children to learn across all areas of development. Staff regularly inform parents of learning topics and make suggestions to help them extend children's learning at home. Additionally, they form good links with other settings that children attend to establish complementary learning.

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

Children behave well because staff establish clear and consistent boundaries and explain the potential consequences of their choices. Although children show competency when undertaking some small self-care tasks, staff do not always encourage their independence further. Children play in a safe and welcoming environment. Staff carry out daily checks to ensure the premises and equipment are safe. They teach children healthy and safe practices through consistent daily routines. For example, children sweep up spilled sand to prevent their friends from slipping.

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

Although the provider is aware of the need to inform Ofsted of changes to the committee, they did not follow the correct process to do so. Consequently, Ofsted do not have up-to-date information about who holds responsibility for the setting. Ofsted do not intend to take further action. Additionally, the provider does not ensure all required documentation is available for inspection, to evidence public liability insurance and suitability of committee members. However, this has little impact on children's safety because committee members do not have unsupervised access to children. The manager holds regular staff supervision meetings to enhance the quality of teaching. Staff who have recently completed their qualification have an increased confidence in identifying the different development stages when planning challenging activities. Self-evaluation of the effectiveness of the day-to-day provision is good. This is because it includes the views of parents and identifies key areas to focus on to improve children's learning experiences.

Setting details

Unique reference number	EY280043
Local authority	Cornwall
Inspection number	837432
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	20
Number of children on roll	30
Name of provider	Kilkhampton Pre School Committee
Date of previous inspection	20 March 2009
Telephone number	01288 321 261

Kilkhampton Pre-school opened in 1974. In 2004, it moved to self-contained single-storey premises in the grounds of Kilkhampton Primary School, with which it has close links. The pre-school is managed by a voluntary committee. It opens Monday to Friday 9am to 3.30pm during term time and for six weeks during the summer holidays. There are three members of staff employed, all of whom hold appropriate early years qualifications to level 3. The pre-school offers early years funding for two-, three- and four-year-old children.

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.

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