

# Kanes Hill Pre-School

Hinkler Road, Thornhill, Southampton, Hampshire, SO19 6FW



## Inspection date

16 March 2015

Previous inspection date

24 November 2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Effective leadership and management ensure the safe and smooth running of the pre-school with all requirements met well. All those involved have a clear understanding of their responsibilities to protect children, and know how to respond to emergencies.
- All staff and parents are fully involved in the self-evaluation process, which improves outcomes for children. Staff provide a secure and fully inclusive environment that meets to needs of all children well whatever their ages, abilities or backgrounds.
- The strong focus on improving the professional development of staff has had a positive effect on children's well-being and learning.
- Strong partnerships with other early years providers and professionals help staff meet children's individual needs well and, in particular, promote children's communication and language skills, including of those learning English as an additional language.
- Children form secure attachments with staff. These promote children's well-being effectively and provide a strong base for their learning.
- Staff use assessment methods effectively to help them plan and provide tailored support for each child. Parents are fully included in this assessment. As a result, all children make good progress given their starting points on entry to the pre-school.

### It is not yet outstanding because:

- Some staff do not have the very highest expectations of children's ability to take on increasing responsibilities including how to keep themselves and others safe.
- Staff do not always work closely with parents to promote healthy eating in the pre-school.

## What the setting needs to do to improve further

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

- help children learn more about personal responsibilities by making sure all staff consistently explain the reasons for safety rules
- work closely with parents to promote further children's understanding of healthy eating.

### Inspection activities

- The inspector observed children and staff during play and learning activities, and viewed the play areas and resources.
- The inspector undertook a joint observation with the manager.
- The inspector had discussions with some of the management team about the policies and procedures, including how they deal with accidents and emergencies, and how they work with other early years providers.
- The inspector looked at a sample of children's progress records, planning and tracking systems, and had discussions with staff.
- The inspector talked to children and some parents to gain their views of the setting.

### Inspector

Jacqueline Munden

## Inspection findings

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

The sessions are a good balance of child-initiated and adult-led activities. Staff follow a national scheme effectively to help them assess children's language and communication skills. They plan small-group activities specifically to help children increase their vocabularies and language skills. Staff skilfully interact with children, giving a commentary of what children are doing and asking questions. They use props when telling stories and encourage children to name what they see on the pages of the books. As a result, children are confident talkers and eager to take part. Staff use effective techniques such as signing to engage children, which particularly helps the youngest ones and those with communication difficulties. Staff use children's home languages, when counting for example, which makes children feel valued and helps them to learn about others. Children enjoy exploring the wide range of resources that are always available both indoors and outside. They are confident in exploring these, which means they take the lead in their learning and enjoy themselves. Children develop good skills for their move to school.

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

Staff make children and their families very welcome. At the inspection, a group of mums enjoyed breakfast in the pre-school as part of Mothers Day celebrations. Staff have a good knowledge of each child, their home backgrounds and their specific needs. Children feel safe and secure as they learn the daily routines. However, not all staff promote children's understanding of why it is important to be responsible for their own safety and to follow rules. For example, they tell children not to run indoors or not to climb over chairs but do not explain why it is not safe to do so. Children use a sand timer to help them to know when it is another's turn to use a toy. Children benefit from the considerable time they spend outdoors. Staff provide nutritious snacks and talk to children about foods that are good for them. They recently held an event at which parents were invited to make fruit kebabs with their children as a suggestion of how to promote healthy eating. However, staff do not always promote the healthy lunch-box policy as effectively so children get inconsistent messages about how to look after their teeth and bodies.

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

The management team ensures staff safeguard children well. Staff supervise children well and respond to accidents appropriately. Management follows effective employment procedures and ensure the ongoing suitability of staff. The manager checks children's progress to maintain it at a good standard. Staff are well trained and have learnt skills through training, to support all children effectively, including those with additional needs.

## Setting details

<b>Unique reference number</b>	131539
<b>Local authority</b>	Southampton
<b>Inspection number</b>	840856
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	26
<b>Number of children on roll</b>	47
<b>Name of provider</b>	Kanes Hill Pre-School Committee
<b>Date of previous inspection</b>	24 November 2008
<b>Telephone number</b>	02380 476 665

Kanes Hill Pre-School opened in 1999 and registered with Ofsted in 2001. It operates from self-contained premises on the site of Kanes Hill Primary School in Thornhill. The pre-school opens each weekday during school term times from 8.45am until 3.15pm. Children may stay for an optional lunch club between 11.45am and 12.15pm. The pre-school receives funding for the provision of free early education to children aged two, three and four years. There are eight members of staff including the manager. The manager holds Early Years Professional status. All remaining staff hold a relevant early years qualification.

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