

Kymbrook Pre-school

Kymbrook Lower School, Kimbolton Road, Keysoe, Bedford, Bedfordshire, MK44 2HH



Inspection date

28 April 2015

Previous inspection date

21 November 2011

The quality and standards of the early years provision	This inspection:	Good	2
	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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The well-qualified staff provide children with a wide range of activities and experiences that cover the seven areas of learning. They carry out detailed observations of children's learning and development and use this information to plan next steps in children's learning. This means that activities are interesting and meaningful to children.
- The good range of well-maintained resources offers a stimulating learning environment. Consequently, children are well motivated as they investigate, explore and lead their own learning. The development of these positive attitudes towards learning is a good preparation for school.
- Staff use practical situations to develop children's mathematical and problem-solving skills. For example, when planting one courgette seed in individual pots, they ask children to calculate how many seeds they will need altogether so that everyone in the group will have one.
- Children's behaviour is exemplary. They form very good relationships with staff and with each other. This means that the atmosphere is calm and supportive for all children.
- The pre-school manager and her staff are rigorous in their monitoring of each child's progress. This means that individual children's strengths and areas for development are quickly identified and addressed. It also means that leaders have a precise overview of the patterns of children's development.

It is not yet outstanding because:

- Staff do not consistently provide parents and carers with ideas about how to support children's learning at home.

What the setting needs to do to improve further

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

- build on the good-quality partnerships with parents by providing support and advice so that they gain practical ideas about how to help their children learn at home.

Inspection activities

- The inspector observed activities in the indoor and outdoor areas, and conducted a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager.
- The inspector spoke to staff and children throughout the inspection as necessary.
- The inspector looked at children's assessment records, planning, progress tracking data and a range of other documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children, and reviewed the pre-school's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector
Anne Bell

Inspection findings

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

Teaching is good because staff understand how to promote children's learning during play and, as a result, children progress well, given their starting points. Staff encourage children to explore activities and to follow their interests. This means that children develop confidence and their interest is sustained. Staff are skilful in knowing how and when to support children's learning needs, while also encouraging children's independence at the appropriate times. Staff model language well and use good questioning skills. For example, when children are planting seeds, staff ask them to describe their shape and texture and to predict what vegetables they will grow into. As a result of these good interventions, children's own language skills are promoted well and their learning is extended. Partnerships with parents are generally good. Staff regularly share information with regard to children's progress. However, staff do not consistently provide parents with suggestions as to how to support their children's learning at home.

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

The key-person system works well. Staff know their key children very well, and skilfully adapt routines and activities to meet the needs of individual children. Relationships between staff and children are warm and caring, which enables children to feel secure and develop confidence. Children are happy at this caring setting. Staff regularly encourage children's independence. For example, children tidy away their toys before moving on to group times, use the toilets and washing facilities by themselves, and pour their own drinks at snack time. Children learn about managing their personal safety as staff remind them to move safely around the pre-school and teach them about stranger danger. Staff work in partnership with local schools to prepare children for the transition from pre-school to school. Children and pre-school staff visit the prospective school together, so that children can get used to the new routines and classrooms with the familiar adults. This promotes their confidence at a time of change.

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

The pre-school manager and her staff demonstrate a secure understanding of their responsibilities with regard to safeguarding children. All staff attend regular safeguarding training to update their knowledge and skills. Therefore, they know how to identify the signs of abuse and how to report such concerns, within the pre-school and to other agencies. Staff follow effective practices to keep children safe. Controlled entry to the premises and a signing-in system, help to ensure that children's security is maintained appropriately. All members of staff have completed paediatric first-aid training. This means that children are treated promptly in the event of an accident. There are effective practices in place to provide induction, and regular supervision and appraisal for all staff. This ensures that all staff are supported in their professional development. This support and development results in a motivated, professional team who are capable of delivering a consistently good level of teaching and care to the children at the pre-school.

Setting details

Unique reference number	219217
Local authority	Bedford Borough
Inspection number	865788
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 11
Total number of places	22
Number of children on roll	52
Name of provider	Kymbrook Pre-School Committee
Date of previous inspection	21 November 2011
Telephone number	01234 376100

Kymbrook Pre-school was registered in 1997. The pre-school employs six members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, and the manager holds a qualification at level 4. The pre-school opens from Monday to Friday, during term time only. Sessions are from 8am until 5.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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