

King Street Pre-School

Wesley Methodist Church, King Street, Cambridge, Cambridgeshire, CB1 1LG



Inspection date

12 May 2015

Previous inspection date

19 June 2014

	This inspection:	Good	2
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
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

- Children learn about the world around them because staff plan stimulating activities. They complete topics that focus on areas of the world that are unfamiliar to them, such as Antarctica and the North Pole. Cooking activities include making, for example, Ecuadorian soup, and they observed Chinese New Year by sharing celebrations with a visiting parent.
- Staff provide resources to be used by children at home. This enhances partnerships with parents, and fosters children's literacy, communication and language development. Parents comment on the success of home reading books. They share news in the 'sharing book' and complete a diary for the turtle mascot. These methods help to enhance children's sense of belonging and foster emotional security.
- Children's personal, social and emotional development is ably promoted. An effective key-person system ensures that parents are fully aware of who their child's key adult is. Very good settling-in procedures, including an open day for new starters, mean that staff and parents work together consistently to support children's self-esteem and confidence.
- A well-organised recruitment, induction and training programme means that staff are supported to review practice and evaluate the effectiveness of the quality of teaching and, consequently, children's learning.

It is not yet outstanding because:

- Opportunities for learning are not as rich in the outdoor environment as they are indoors.
- Children do not have broad practical opportunities to become aware of minimising risks by themselves, to maximise their awareness of safety.

What the setting needs to do to improve further

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

- extend the planning to make sure that outdoor opportunities are as varied as those already planned for indoors
- help children to gain an even broader understanding of how to keep themselves safe, for example, by involving them in assessing risks in the playroom and outdoors.

Inspection activities

- The inspector observed activities both indoors and outside.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff and a range of other documentation, including the safeguarding procedures.
- The inspector talked with a selection of parents and asked them their views.
- The inspector spoke with a sample of staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation of an activity with the manager.
- The inspector discussed the management of the setting with the manager at appropriate times throughout the inspection. She also met with the chairperson of the committee.
- The inspector reviewed the self-evaluation processes and documents.

Inspector

Lynne Talbot

Inspection findings

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

Well-qualified staff plan challenging activities in response to children's interests and build in new learning opportunities. For example, children investigate the life cycle of plants by planting seeds and caring for them. They develop observational skills and simple writing as they record their work. Children search their home for objects that begin with the letter and sound of the week before proudly showing them to the group at registration. Most children show an advanced understanding of those sounds, for their age, and capably identify sounds and letters. Staff help children to use mathematics during everyday activities, such as calculating how many chairs are needed at snack time. As a result, children acquire and practise the necessary skills to be ready for school. Staff use robust observation and assessment to support children to make good progress. The rich planning is sent to parents each week and they are fully involved in the learning that takes place. They meet with staff regularly to discuss their children's development. However, the focus on learning is less apparent in the outdoor area because the planning is not as detailed as that for indoors, so staff do not maximise children's learning opportunities.

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

Staff are good role models who take every opportunity to promote positive behaviour. For example, children review basic rules each day and excitedly tell the staff how they should behave. They understand that taking turns is important and instinctively fetch a sand timer to time each other when playing on bikes and trikes. Children enjoy responsibility. For example, they complete their own registration each morning, and fetch their snacks and meals, pouring their drinks adeptly. All staff hold a current first-aid certificate. As a result, accidents and emergencies are dealt with effectively, promoting children's health and well-being. Children are kept safe because they practise crossing roads safely and complete emergency evacuation. However, they have fewer practical tasks that support them to make independent judgements with regard to risks around them. As a result, their own understanding of safety and how to manage risks safely is not optimised.

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

Staff are supported by a proactive committee who complete regular reviews of all procedures to ensure that the safeguarding and welfare requirements of the Early Years Foundation Stage are promptly and continually met. There is a strong emphasis on safeguarding and protecting children, which includes maintaining an up-to-date knowledge of all child protection reviews and procedures. In addition, the leadership committee ensures that all required persons hold the appropriate checks. Reflective practice is insightful; the views of all staff, committee members, parents and children contribute towards the quality action plan for continuous improvement. Efficient reviewing of the progress in learning made by children takes place. This means that the manager ensures that all children, including those for whom English is an additional language, make good progress. Performance management, including peer reviews, helps to motivate staff.

Setting details

Unique reference number	221878
Local authority	Cambridgeshire
Inspection number	980891
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	29
Name of provider	King Street Pre School Committee
Date of previous inspection	19 June 2014
Telephone number	07742 376299

King Street Pre-School was registered in 1992. The setting employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The manager holds level 6. The setting opens from Monday to Friday during term time only. Sessions are from 9.15am to 12.15pm. In addition, during spring term a lunch club is offered on Tuesdays and Wednesdays from 12.15pm to 1.15pm. The setting provides funded early education for two-, three- and four-year-old children.

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