

Kings Worthy Pre-School

Kingsworthy Primary School, Church Lane, Kings Worthy, Winchester, Hampshire,
SO23 7QS



Inspection date

Previous inspection date

6 April 2017

11 May 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children who have special educational needs flourish. Staff introduce additional communication systems for children who have speech and language difficulties. All children display high levels of self-confidence and take great pleasure in celebrating personal achievements.
- Staff have built good partnerships with parents. They share learning information with them and offer valuable support and advice. Parents continue to teach children at home, and children benefit from the shared knowledge and consistent approach to learning.
- The manager communicates well with staff about how to meet children's individual needs. She encourages them to make good use of valuable opportunities to develop their professional skills and knowledge, and to share what they have learned with their colleagues. Staff make the best use of their new knowledge to support all children.
- Teaching is strong overall and staff show a good awareness of children's abilities. For example, younger children learn how to throw balls and roll larger objects. Older children take part in more complex games that require them to think and ask questions.
- All children make good progress. Children in receipt of additional funding and those learning English as an additional language catch up with their peers.

It is not yet outstanding because:

- Staff do not challenge children's mathematical learning as well as possible. They do not fully explore different aspects of mathematics, such as capacity and adding and subtracting small numbers.

What the setting needs to do to improve further

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

- enhance opportunities for children to explore different aspects of mathematics, including capacity and adding and subtracting small numbers.

Inspection activities

- The inspector monitored interactions between staff and children in all areas of the pre-school and completed a joint observation with the manager.
- The inspector spoke to parents to seek their views about the provision.
- The inspector talked to the manager about her methods of self-evaluation and discussed the improvements she has made.
- The inspector read safeguarding policies and spoke to staff about the procedures they follow to keep children safe.
- The inspector tracked the progress of a number of children and viewed learning documents to gauge the progress they have made.

Inspector

Julie Bruce

Inspection findings

Effectiveness of the leadership and management is good

The manager focuses on worthwhile changes she can make to the setting to drive improvement. For instance, she identified expressive art and design as a weaker curriculum area. She encouraged a member of staff to seek new ways of teaching children to be creative and this has inspired others. Children have great fun using different media and they proudly display their work. Safeguarding is effective. The manager has a robust recruitment process and she supervises staff to make sure they always remain suitable for their roles. She regularly assesses their understanding of the procedures they would follow to report concerns about a child's welfare. For example, she tests their knowledge using appropriate scenarios. The manager and staff have good working relationships with other professionals. They share knowledge with relevant agencies and discuss children's learning needs with staff at other settings children attend.

Quality of teaching, learning and assessment is good

Staff teach children to use technology in their daily play. Children learn how to look after equipment and know how to complete age-appropriate games. Children are excited about the range of resources on offer, and staff incorporate learning opportunities into activities throughout the day. For example, children took part in an Easter egg hunt. They followed clues to find the eggs and identified colours and shapes. All children joined in, worked with others and were excited about the eggs they found. Staff make regular observations and regularly communicate with parents about the progress their children are making. They work with each other to set next steps for children's learning.

Personal development, behaviour and welfare are outstanding

Children's behaviour is exemplary. They are eager to follow instructions and the learning environment is vibrant and enjoyable. The preparation for school is highly orchestrated and staff make sure children are fully prepared for the emotional change. For example, children get to know teachers extremely well prior to going to school. Staff from the pre-school stay in regular contact until children have fully settled. Staff tailor care plans to best suit each child. Children form particularly strong attachments to their key person. Staff encourage children from a very young age to safely assess risks. For example, young children successfully navigated an obstacle course of balancing equipment. Staff are very well deployed indoors and outdoors to offer children help when needed.

Outcomes for children are good

Children hold pencils very well and learn to write their names and other familiar letters. They socialise very well and work together to create joint projects. Children thoroughly enjoy investigating different textures and confidently describe how they feel. Children from all backgrounds make solid progress and are prepared for the move to school.

Setting details

Unique reference number	EY421042
Local authority	Hampshire
Inspection number	1094641
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	30
Number of children on roll	47
Name of registered person	Kings Worthy Pre-School Committee
Registered person unique reference number	RP905233
Date of previous inspection	11 May 2015
Telephone number	01962886833

Kings Worthy Pre-School re-registered in 2011. It operates from purpose-built facilities adjacent to the children's centre on the Kings Worthy Primary School site. The pre-school is open each weekday during term time, from 8.30am to 3.15pm. It is in receipt of funding for the provision of free early education for children aged two, three and four years. There are seven members of staff who work with the children. One member of staff holds a level 6 qualification, one member of staff holds a level 5 qualification, two members of staff hold a level 3 qualification and one member of staff holds a level 2 qualification. The manager holds early years professional status.

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