

Inspection of Kilsby Pre-School

Kilsby C of E Primary School, Manor Road, Kilsby, RUGBY, Warwickshire CV23 8XS

Inspection date: 9 February 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive happy and receive a warm welcome from staff. They settle quickly as they explore the activities on offer. New children who need reassurance are given cuddles from their key person to help them to settle. Staff remind children to be careful so they do not hurt each other as they race around on balance bicycles outside. Older children confidently share their knowledge of what a healthy hygiene routine is with visitors. They say, 'germs can make you poorly,' as they wash their hands before lunch. They also discuss that eating too many sweets can make their teeth bad.

Children develop their physical skills when staff encourage them to move in different ways as they listen to music. Staff provide many opportunities for children to develop their mathematical knowledge. For example, children take part in a game outside called 'what's the time Mr Wolf'. They take it turns being the 'wolf', holding up their fingers and shouting out numbers to signal what time it is. Children squeal with delight as they run away and chase each other. Staff put a high emphasis on supporting children's communication and language development. They read children stories, and constantly engage them in meaningful conversations. Staff introduce children to sounds that letters represent as they talk about the 'letter of the week'. Children copy the sounds staff make and look at objects that start with that sound to help embed this learning.

What does the early years setting do well and what does it need to do better?

- The manager and staff are clear on what they want children to learn. They carry out observations and assessments on children to check for gaps in learning to make sure they are progressing. Staff know their key children well. They take into account children's interests and reflect these in the activities they offer.
- Children with additional needs are supported well. Staff work closely with other professionals and parents to support children to work towards their next steps in learning. The manager uses additional funding appropriately. For example, children who need it the most are given one-to-one support.
- Parents are very complimentary about the pre-school. They report staff are 'lovely' and support their children's needs well. They comment on the variety of ways information is shared with them about how their children are learning and developing, as well as how they can continue this at home.
- Staff extend children's learning well. For example, children take part in an activity using a light box to look at X-rays of human and animal skeletons. Staff encourage children to look at and talk about the differences they see. They introduce new words, such as skull, and discuss how it helps to protect the brain. When children pretend to be doctors in the role-play area, staff show them how to use a stethoscope and what it is used for. Children act this out

later in their own play, showing what they have learned.

- Overall, children engage well in activities, showing a positive attitude towards their learning. However, at times, some staff are less confident in the way they organise and deliver group activities. For example, on occasions younger children become distracted by things happening around them and wander off and staff do not always try to re-engage them.
- Staff are positive role models. They remind children about the rules of the pre-school, such as listening to others and to using their manners. Older children respond positively to instructions and know the pre-school routine well. However, not all staff consistently support younger children to be aware of behaviour expectations, so that children can understand what is expected of them. For example, when younger children are asked to tidy up they are not encouraged to join in and finish the task as much as older children are.
- Staff encourage older children to open packets of food at lunchtime and pour their own drinks at snack time. However, staff can be overly helpful to younger children and do not give them as many opportunities to develop their self-help skills.
- The manager and committee work well together and are passionate about the pre-school. Staff speak highly of the support the manager gives them. She completes supervisions with staff when they discuss their development and well-being. The manager puts a strong emphasis on sourcing a variety of training to develop staff knowledge and skills further. For example, staff completed 'maths champion' training to develop their understanding of how they can enhance children's mathematical development.

Safeguarding

The arrangements for safeguarding are effective.

Staff are extremely confident and knowledgeable in the different types of abuse children can be subjected to, including the signs a child may be being exposed to extremist views. Staff are confident in who they need to report concerns to about children or staff, and who they can escalate these concerns to. The manager provides staff with regular safeguarding training and discusses safeguarding topics in staff meetings to keep their knowledge up to date. The manager and committee are aware of their responsibilities to check staff suitability, as well as new committee members, in order for them to work with children. The setting is safe and secure.

What does the setting need to do to improve?

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

- support staff to effectively deliver quality group times, ensuring that all children remain engaged to maximise their learning

- support staff to embed behaviour expectations consistently, specifically for younger children, to help them understand what is expected of them
- provide more opportunities for younger children to develop their self-help skills.

Setting details

Unique reference number	511063
Local authority	West Northamptonshire
Inspection number	10265407
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	25
Number of children on roll	34
Name of registered person	Kilsby Pre-School Committee
Registered person unique reference number	RP523010
Telephone number	07913848617
Date of previous inspection	6 June 2017

Information about this early years setting

Kilsby Pre-School registered in 1992 and is based in Kilsby, Warwickshire. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for three- and four-year-old children. The pre-school employs five members of staff. Of these, three hold appropriate early years qualifications at level 3, one holds level 6 early years teacher status and one holds level 6 early years professional status.

Information about this inspection

Inspector

Natalie Vaughan Prosser

Inspection activities

- This was the first routine inspection the provider has received since the COVID-19 pandemic began. The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager and inspector completed a learning walk together of all areas of the pre-school. The manager talked to the inspector about their curriculum and what they want their children to learn.
- The inspector carried out a joint observation with the manager.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact on children's learning.
- Staff and children spoke to the inspector during the inspection.
- Parents shared their views with the inspector during the inspection.
- The inspector spoke with the nominated individual and committee members.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

We carried out this inspection 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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