

Kingston Pre-School

Inspection report for early years provision

Unique reference number 109451
Inspection date 16/11/2010
Inspector Jacqueline Walter

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

Kingston Pre-School was registered in 1992. It is run by a committee and is a registered charity. It provides sessional care and operates from a parish hall in the village of Kingston, which is in East Sussex. All children have access to an enclosed outdoor play area. Core hours are from 9.00am to 12.00pm, term time only, although the group is open to 1.00pm each day as they also run a lunch club. Wednesday sessions are for the rising fives.

A maximum of twenty-four children may attend the nursery at any one time and there are currently thirty-one children in the early year's age range, aged from two to five years on roll.

The provision employs five members of staff. The manager and staff hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall children are safe and secure and enjoy their learning. Staff have good knowledge of each child's needs and effectively ensure the needs of all the children are routinely met. Good quality interaction from staff and an effectively organised learning environment ensures that staff successfully promotes almost all aspects of children's learning and welfare well. A clear planning and detailed assessment system, which provides a wide range of stimulating experiences, and acknowledges children's interests and individual learning needs in almost all areas of learning is also implemented well. This means that children make good progress, given their age, ability and starting points. The partnerships with other agencies is good and the partnerships with parents is outstanding making sure that the needs of all children and families are fully and sensitively met, including any additional support. The drive for improvement and self evaluation is strong, thereby ensuring that issues for future development are identified and successfully acted on.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- review the risk assessment of the premises and take steps to prevent intruders from entering the premises (Safeguarding and welfare). 30/11/2010

To further improve the early years provision the registered person should:

- plan and provide experiences based on children's spontaneous play in the outdoor area.
- provide further opportunities for children to see numbers and letters in the environment

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of protecting children from abuse. They are fully aware of the signs and symptoms of child abuse and aware of the procedures to follow when concerns are raised with adults or with children in their care. There are clear systems in place that record any items of concern and written guidance and emergency contact numbers are available for all staff to access. Staff provide a welcoming, effectively organised environment that helps children progress well towards the early learning goals. For example, the use of rooms and space is organised safely and effectively, enabling all children to independently use all possible space, including the stage. All of the required documentation is in place, confidentially maintained and stored appropriately.

Children are valued respected and their individual needs are promoted well. Although there are no children with special educational needs and disabilities or English as an additional language, staff demonstrate through discussion that they have an appropriate understanding of supporting their individual need. The effectiveness of working with other agencies is good and partnerships with parents are outstanding. There is a wealth of quality information available on the setting and parents are effectively involved in their children's care and learning. For example, they share their expertise in the setting and regularly complete interest sheets that record what children are doing or what is happening in their home. This then enables staff to effectively plan and support children's individual care and learning needs. For example, after learning that a parent has been away from home, staff fully support the parents wish to attend the setting and stay with the child for a few days. In addition to this, parents are listened to and their views are valued and successfully contribute to improvement within the provision. For an example, after they identified a need for extended care and completed an audit regarding a free flow outside play area. The staff introduced a lunch club facility and are now currently applying for planning permission from the Local Authority to improve the outdoor accessibility.

There is a strong commitment to evaluating and improving the quality of the setting. They have effectively addressed all previous recommendations and have conducted an effective self evaluation form, with realistic actions being identified and successfully addressed. This in turn, has successfully increased opportunities for children to learn about information and technology and allowed staff to effectively monitor children progress. Managers communicate ambition and drive, For example, they encourage staff to hold positions of responsibilities and to be involved in obtaining further qualifications. Further systems, such as sending out parent questionnaires and asking children for their views and ideas have also impacted successfully on the children's development. For example, new small

world resources have been purchased which has helped creative development.

The quality and standards of the early years provision and outcomes for children

Staff provide a welcoming, child-friendly and calm environment where a wide range of stimulating resources and activities effectively challenge children of various ages and abilities. For example, children are able to develop their knowledge and understanding of the world by observing the growth of onions as they grow them in the outdoor area and they make collages out of leaves that they have observed and collected whilst out on country walks. Children are familiar with routines and more able children are confident in self care. For instance, they independently put on coats and line up sensibly when waiting to access the outdoor area. Children are also developing strong skills in making decisions and choices. For example, they decide when to access their snacks and drinks from the open café system and are confident in expressing their wants and needs. Adults are skilled in promoting positive attitudes to learning and children are effectively encouraged to focus on activities together. For example, in group sessions staff encourage the children to participate by using additional resources, such as space travelling finger puppets, which promotes both their motivation and aids understanding. As a result, children's enjoy their activities and are eager to share their suggestions. Staff also sensitively interact in children's individual role play; encouraging the development of imagination by consistently asking open-ended questions and identifying challenges, which in turn, motivates the children into thinking up story lines and making suggestions. As a result, their problem solving skills and communication and language are developing well. The staff know the children very well and effectively use information from observation and assessment to ensure that children achieve as much as they can in relation to their capabilities. They gather detailed information in 'What You Need to Know' booklets, which enables them to ascertain children's starting points. They regularly share information obtained from regular observations in all areas of learning to plan the next steps in children's learning. The quality of planning to ensure that each child receives enjoyable and challenging experiences is good overall. However, there are limited experiences and resources that reflect some areas of learning, available in the outdoor area As a result, children's learning is not always challenged sufficiently and there are missed opportunities for children to develop. In addition to this, children have little opportunity to see numbers and labels in the environment.

Most aspects of children's safety are fully promoted. For example, external doors are locked at all times, visitor's records are maintained and their identification is checked before they enter the setting. However, although the staff position themselves next to the perimeter fence, there are easy opportunities for unwelcomed visitors to enter the outside play area. For example, the low gate is not secure, and easy access can be obtained through a section of fencing consisting of horizontal bars. Children are developing a good understanding of safety. For example, the police force visit and share their expertise with them and

children discuss with staff the dangers that are apparent both within and outside their setting. For example, the staff explain that they must not talk to strangers and how to cross the road safely. As a result, children know they need to hold onto the crocodile line when on outings. There is good emphasis on healthy eating and living. For instance, children either access the outdoor area or go for walk every day and they participate in sensible hygiene procedures. As a result, more able children know why they need to wash their hands and that eating fruit and doing exercise enables them to grow up strong. Staff effectively encouraged children to develop habits and good behaviour. They are positive role models and use lots of praise and encouragement for both effort and achievement. Children are also involved in devising rules of expected behaviour. As a result, they behave well and have good relationships with their peers.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

| | |
|--|---|
| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 2 |
| The capacity of the provision to maintain continuous improvement | 2 |

The effectiveness of leadership and management of the early years provision

| | |
|--|---|
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| The effectiveness with which the setting deploys resources | 2 |
| The effectiveness with which the setting promotes equality and diversity | 2 |
| The effectiveness of safeguarding | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| The effectiveness of partnerships | 2 |
| The effectiveness of the setting's engagement with parents and carers | 1 |

The quality of the provision in the Early Years Foundation Stage

| | |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
|--|---|

Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 2 |
| The extent to which children achieve and enjoy their learning | 2 |
| The extent to which children feel safe | 2 |
| The extent to which children adopt healthy lifestyles | 2 |
| The extent to which children make a positive contribution | 2 |
| The extent to which children develop skills for the future | 2 |

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