

Kilndown Pre-School Learning Group

Inspection report for early years provision

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Inspector

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Type of setting

Childcare on non-domestic premises

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Introduction

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Description of the setting

Kilindown Pre-School Learning Group is a committee run group that was first registered in 1989. The setting were re-registered in December 2010 after returning to their original site following the rebuilding of the village hall.

The setting are registered on the Early Years Register and may care for up to 20 from the age of 2 years until the end of the Early Years age range and there are currently 20 children on roll with an average of 10 attending each session. The pre-school is open from 9.15am until 12.15pm Monday to Friday during term time and there is also a lunch club running until 1pm.

The setting employs three qualified staff, all of whom hold a level three qualification and are supported by vetted volunteers.

The setting are committee run and parents form the majority of the committee members and receives funding for the provision of free early education.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy, settled and are making sound progress in all areas of their learning and development. However, there are times during the week when staffing arrangements are not well organised to meet the needs of the children or to ensure their safety; particularly when they are using the outdoor area. This has been prioritised as an area for improvement by the pre-school. A process of self-evaluation has been started and is beginning to support staff to identify strengths and weaknesses including the need to improve the quality of some of the written records. Children benefit from the very positive relationships in place with their parents, carers and other professionals, which ensure that their individual needs are well recognised.

What steps need to be taken to improve provision further?

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

- extend the systems for monitoring children's progress to gain an overview of the achievements of the group as a whole in order to identify and narrow any gaps
- review the maintenance of written accident records to ensure that confidentiality is maintained, specifically that details of children other than the one to whom the record relates are not included.

The effectiveness of leadership and management of the early years provision

Appropriate recruitment procedures are in place to ensure that staff are suitably qualified and fully checked. There are currently two members of staff employed to care for the children and they are supported by volunteers and bank staff on most days. However, at the times when there are only two adults present staff struggle to supervise children whilst also offering support and encouragement to promote their learning and development. As a result the staffing arrangements do not ensure children's safety or meet their needs, which is a specific legal requirement. This is an issue which has been identified by the staff and prioritised for improvement. It is largely compensated for by the trusting relationships in place between the children and their carers and the input given to ensuring that children learn to act in a sensible and safe way. A range of risk assessments have been carried out and these are still in the process of being extended and updated. However, these are not comprehensive and do not cover all activities. For example, there has been a recent trend for children to bring their own bicycles to use along side those provided by the pre-school. Some of the children are extremely skilled on their bikes and cycle very quickly amongst other children who are playing and collisions happen as a result. Staff have not risk assessed this activity to ensure any potential hazards to other children whilst they are playing are kept to a minimum.

Staff have a sound knowledge of the process to be followed should they have any concerns about children's welfare. A clear and detailed child protection policy is in place for them to refer to. Staff have attended training in order to be able to identify the potential signs and symptoms of abuse and are experienced with working with the local safeguarding team. Children's health needs are met as there are appropriate procedures in place regarding the care of sick children, the administration of medicines and first aid. The required accident records are maintained although at times, in an effort to provide a clear picture, staff include unnecessary information about other children involved in the incident. Whilst the pre-school has only recently begun its process of self-evaluation, the need to improve the quality and consistency of some written records has been recognised by staff.

As the pre-school has recently re-registered in its new premises, many of the processes and working practices have recently been reviewed and are currently being bedded in. These include the systems for assessing and monitoring children's progress. Staff undertake sensitive observations of each child which enables them to plan activities which they are confident they will enjoy and which are specifically aimed at promoting their development. They have begun gathering data on each child's individual progress but do not yet make comparisons between the group in order to identify and narrow any gaps in achievement.

Children have access to an interesting and varied range of toys and resources which are well maintained, appropriate for their ages and stages of development and are generally well presented. The staff team very effectively create a harmonious, caring and fun environment in which all children feel welcome and

included. Children have access to toys that include dolls, books and puzzles which promote positive images of diversity, including disability.

Children benefit from the very positive relationships in place between the committee, the staff and their parents and carers. This helps them to settle easily and ensures that information is shared effectively. Parents and carers receive a good range of written information about their child's progress and more general news about the pre-school. Similarly effective working partnerships are in place with other professionals including other early years settings involved in delivering the Early Years Foundation Stage framework to the children.

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

Children are very sociable and chat happily as they play. There are clear friendships in place and children are learning to share and take turns. They all make satisfactory progress in their learning and development and some are making good progress. They are beginning to develop confidence in selecting resources independently but still have a tendency to gravitate towards the activities that are instigated or supervised by staff. Children make good use of the cosy book area although only a limited selection of the books available is set out for them to choose from each day. They very much enjoy listening to the well read stories, often using this as an opportunity to snuggle up to a member of staff. Children benefit from very regular opportunities to engage in physical exercise and to play in the fresh air. They use of the outdoor play area directly adjacent to the pre-school building and very confidently tackle the fixed climbing equipment. In addition, they regularly explore the woodlands to learn about the natural world.

A high level of focus is placed on supporting children to understand the importance of adopting healthy lifestyles. They enjoy nutritious snacks which are planned to reflect their individual dietary needs and have constant access to drinks. They play in a very hygienic environment and are very independent in their toileting, routinely washing their hands after using the toilet and before sitting down to eat.

Children's behaviour is generally good and any disagreements about toys are sensitively addressed by staff. Whilst they are not yet all fully confident in exploring the resources and making independent choices, children take part in a range of activities and experiences which help to prepare them for their transitions to school. These include using ICT equipment, helping to serve snacks and very enthusiastically joining in with the tidying up.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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