

# Kilsby Pre-School

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

<b>Inspection date</b>	14/03/2013
Previous inspection date	12/11/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Staff monitor the educational programmes effectively. Consequently, individual children are supported well by staff as they are challenged effectively to reach the next stage in their learning and development.
- Children's personal, social and emotional development is given a high priority by staff. Consequently, children are confident learners. Their independence is promoted well by staff and the choice of activities and resources is varied.
- The partnerships with parents are strong. Information shared between parents and staff ensures that staff are able to meet children's care and learning needs effectively. Good links with other early years providers results in coherence of care and learning for children.
- Children's good health is protected well by staff. Children are active and enjoy a variety of activities equally in the indoor and outdoor play environments.

### It is not yet outstanding because

- Children's language development is not always maximised because there are times when staff ask closed questions when they talk with children.
- Some opportunities are missed by staff to extend children's mathematical development as part of daily routines.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the pre-school building, outdoor area and school grounds.
- The inspector spoke to the pre-school supervisor, staff and children.  
The inspector looked at a selection of children's assessment records and planning,
- evidence of suitability of staff working within the setting, self-evaluation paperwork and a range of other documentation.
- The inspector took account of the views of parents.

## Inspector

Jan Burnet

## Full Report

### Information about the setting

Kilsby Pre-School was registered in 1969 and moved to its current site in 1992. It is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register and is run by a committee. The pre-school operates from purpose built premises in the grounds of Kilsby Church of England Primary School in Kilsby, Northamptonshire. There is direct access to an enclosed outdoor play area, and the school grounds are also used. It is open term-time, Monday to Friday from 9am until 3pm.

The pre-school operates for children aged from two to four years and there are currently 23 children on roll. Funded early education is provided for three- and four-year-olds. It serves the village and local areas and children attend for a variety of sessions.

The pre-school employs three qualified members of staff and their early years qualifications are at level 6 with Early Years Professional Status, level 5 and level 3. The pre-school holds Pre-school Learning Alliance membership.

### What the setting needs to do to improve further

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

- maximise children's language development with use of more open-ended questions that have different possible answers
  
- extend children's mathematical development by introducing more problem solving as part of daily routines, such as mealtimes.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Staff demonstrate a good awareness of the learning and development requirements within the revised Statutory Framework for the Early Years Foundation Stage. Consequently, children make good progress in their learning. Staff initially take account of information obtained from parents on what their child already knows and can do when planning activities. Children are provided with a good variety of toys and they enjoy activities that challenge them effectively. Staff record observations in order to track children's progress. They successfully assess each child's stage of development and plan for next learning steps. Assessment records are available to parents at all times and they are encouraged to share information on achievements at home to inform their child's planning. With parents support, information is shared between staff and other early years providers in order to

ensure continuity of care and learning for children. Staff are aware of the requirement to provide parents with the Early Years Foundation Stage progress check at age two and complete this where necessary.

Children's speaking skills are developing well and staff offer good support as they speak with children and encourage them to extend their vocabulary. However, there is some occasional inconsistency with regard to extending children's thinking and speaking skills because staff do not always ask children open questions. There are times when staff answer questions themselves before children are given the time to do so. Children talk about change as they enjoy mixing flour, rice, pasta and water in large mixing bowls. They describe the mixture as 'sticky'. Children demonstrate good physical skills as they carefully fill jugs of water in the bathroom and carry them to the table. They pour the water into their bowls and know when to stop as they say, 'mine is not full to the top is it?' Children use their imagination as they decide to break up spaghetti and pretend that the pieces are candles. They stand the 'candles' into their mixture and staff promote children's mathematical development well as they ask how many candles each child should have in accordance with their own age. Older children know that information can be relayed in print and they show curiosity with regard to print that they can see on the side of one of the mixing bowls.

Children are inspired by staff to make marks in a variety of different ways. Children are learning letter sounds and they choose to copy and create letters by dipping a finger into water and writing on a black board. They use brushes and water to make marks on slabs outside and they use soapy sponges to make large marks on windows. Some children notice the marks they make when they throw the sponge onto the glass. Older children write numbers on paving slabs for games. For example, they label tyres with numbers to 10 and use these to practise physical skills as they throw bean bags into the tyre. They also jump from one tyre into the next. Overall, children's mathematical development is promoted well by staff and in a variety of ways. They are currently growing mushrooms and they are helping staff to take photographs periodically, which they are using to compare the size as the mushroom grows. Older children spontaneously count independently as they look at picture books and they are able to count to 10 with one-to-one correspondence. Staff support children well in accordance with their different stages of development because children initially explore quantities of three and then five. There are times, however, when opportunities are missed by staff to extend children's mathematical learning. For example, children are asked to select from a variety of healthy snack foods from a large plate and there is more of some foods than others. Staff do not suggest to children how many grapes, tomatoes, and pieces of cheese, peppers, cucumber, and banana they may have and so there is no counting involved in their selection.

### **The contribution of the early years provision to the well-being of children**

Staff ensure that children are supported well in the transition from home to the pre-school setting in a manner sensitive to their different needs and those of parents. Children's personal, social and emotional development is promoted extremely well by staff, and the relationship between each child, their key person and other members of staff is very good.

Children are settled, happy and confident. Staff manage behaviour with use of positive reinforcement in order to boost children's self-esteem. Children behave well, play cooperatively, share and take turns. They are well prepared for the next stage of their learning and transitions to other settings and school. The pre-school is in the grounds of the school and links are good. For example, children are invited to join in with special events organised by school staff. Good organisation of resources encourages children's independence as they are able to choose and select resources for themselves. Staff consistently meet the care needs of each child in the group and respond sensitively to them as individuals. Good practice encourages children to gain an understanding of difference. For example, resources reflect positive images and children learn about different traditions, customs and beliefs.

Children's good health is given a high priority by staff. They are able to choose indoor or outdoor activities each day and large outdoor equipment challenges children effectively. The school grounds are used by staff to inspire children's learning. For example, they move their bodies in different ways as they use the nature trail and pretend that they are on a bear hunt. Group activities in the playroom include movement to music. Children make large movements when they hear loud music and when they hear fast but gentler music they move quickly and lightly around the room. Staff support children well in managing their own hygiene and personal needs. Their good health is protected because snacks provided by staff are healthy. The pre-school environment is safe, warm and welcoming and children learn how to keep themselves safe. For example, they learn why they must line up before leaving the pre-school building so that staff can count them, and then count them again when they reach their destination.

### **The effectiveness of the leadership and management of the early years provision**

Children's good health and safety is protected well by staff. However, this inspection took place following notification from the provider that a child had been left in the pre-school building unsupervised whilst staff and other children attended assembly within the school. Ofsted was informed immediately of this incident. A full review of safety policies and procedures and risk assessments has since been completed by the recently appointed supervisor and by staff. Checks for children leaving the building and for ensuring that all children are present during trips and at their destination have been reviewed. Children are observed to be supervised at all times and their safety is fully addressed. Staff ensure that children are never left unsupervised with a person who has not been vetted. They are aware of their responsibilities to safeguard children. Procedures for recruitment, selection and induction are clear and vetting procedures for staff are robust. Parents are aware of the safeguarding policy and the Northamptonshire Safeguarding Children Board procedures. Staff members' safeguarding knowledge is kept up-to-date.

Staff members use their experience and skills effectively to ensure that the service provided for parents and children is reviewed and improved. The educational programmes are successfully monitored in order to ensure children's care and learning needs are addressed well. Staff are successful in ensuring that all children make as much progress as they can in relation to their starting points. There were two recommendations raised at

the time of the last inspection and both have been addressed. A current priority for improvement is to encourage children to be more aware of the community around them and their place within it. To this end, staff are arranging a trip to the local fire station. Processes for staff supervision, performance management, training and ongoing professional development are good. Resources are plentiful and meet children's needs at their different stages of development well.

The partnership with parents is good. Parents' views are valued and are used as part of the self-evaluation process in order to ensure improvement. Communication is good, therefore, ensuring that staff and parents work well together to meet children's different needs. Strong links with other early years providers ensures continuity for children. Policies and procedures support the safe and efficient management of the provision and parents are made aware of them. Required documentation is well-maintained.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	511063
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	908362
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	21
<b>Number of children on roll</b>	23
<b>Name of provider</b>	Kilsby Pre-School
<b>Date of previous inspection</b>	12/11/2009
<b>Telephone number</b>	07913848617

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate  
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