

Kilnsea Pre-School (Under 5's)

Maiden Place Community Centre, Lower Earley, Reading, Berkshire, RG6 3HE

Inspection date	12/11/2014
Previous inspection date	14/10/2009

The quality and standards of the early years provision	This inspection:	
	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 implement a comprehensive system to monitor children's progress; this helps them to identify and support any gaps in learning quickly.
- Staff establish strong relationships with parents, which helps children to make good progress in learning and development.
- The preschool environment and staff are warm and welcoming to children and adults. This helps to build relationships and children to settle in well.
- Staff work strongly with all professionals involved with children; this increases their consistency of care and learning.

It is not yet outstanding because

- There are fewer opportunities for children to learn about mathematics, specifically around measurements.

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.

Inspection activities

- The inspector observed children's activities indoors and outdoors.
- The inspector undertook a joint observation with the preschool supervisor.
- The inspector had a discussion with the manager.
- The inspector talked with staff, some children and parents to obtain their views.
- The inspector scrutinised a ranged of relevant documentation relating to safeguarding, suitability records, policies and procedures.

Inspector

Helen Porter

Full report

Information about the setting

Kilnsea Pre-School (Under 5's) opened in 1987. It operates from the Maiden Place Community Centre in Lower Earley in Berkshire. The pre-school meets in the main hall and they have use of a kitchen, children's toilets and office space. The building is accessible for wheelchair users and has a disabled toilet. The pre-school also has use of an enclosed grassed outside area with a large paved patio with covered sand pit. They are registered on the Early Years Register and there are currently 41 children on roll. Children attend for a variety of sessions. The setting receives government funding for early education for two, three and four year olds. They support children who speak English as an additional language. The group opens five mornings and three afternoons a week, during school term time. Sessions are between 9.30am to 12 noon and 12.30pm to 3pm. On the days the group opens for the afternoon, the option of a lunch club is offered from 12pm to 12.30pm, so children can attend from 9.30am to 3pm. The pre-school is run by a committee and eight members of staff work with the children. Of these staff, seven have early years qualifications to NVQ level 3.

What the setting needs to do to improve further

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

- increase the opportunities for children to develop more understanding of measurements.

Inspection judgements

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

Staff implement a comprehensive system to monitor children's progress. They record children's achievements in learning journals and use these observations to summarise their progress. They plan activities and resources to support any gaps in children's learning. This all helps them to make good progress, given their starting points. Staff have well-established strong relationships with parents and this helps children to make good progress in learning and development. They invite parents to attend sessions, which helps to fully include them in their children's time at preschool. Parents state that this gives them extra opportunities to share even more information with the key person on their children's achievements and progress. Staff provide parents with good resources to share with their children at home, such as story sacks and books. This helps to further support their learning at home.

Staff effectively teach children early literacy skills. They help them to identify their names on cards. They plan fun games that help children to sound out initial letters in words, such as finding objects that begin with specific letters. Children listen intently to stories because

staff enthusiastically change their voice and tones, which make the stories more exciting. Staff provide easily accessible books, which helps to increase children's love for books. Overall, staff promote children's mathematical skills through everyday activities. For instance, children count how many are sitting at the snack table, to inform staff of how many pieces of fruit they will need. However, there are fewer opportunities for children to develop an understanding of measures. For example, children do not have the chance to weigh out ingredients for cooking, or measure with jugs in the water tray.

Staff provide good opportunities that help children to develop their physical skills. Outside, children have plenty of chances to exercise and learn to coordinate their bodies. For example, staff teach them how to kick balls to each other. Staff encourage children to develop small muscle control, for example, by squeezing and rolling pastry during cooking activities. They support children's learning by asking children which shapes they have made when cutting the pastry. Staff teach them new words to describe the mixture such as 'sticky'. This helps to build children's vocabulary. Staff support communication with picture labels, which helps children to access their chosen toys. They use picture cards effectively to help children to communicate their daily routine needs, such as toileting. As a result, all children, including those who speak English as an additional language, can easily express their needs as they develop their language skills.

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

The preschool staff and environment is warm and welcoming to children and adults. Parents state that they feel the environment is like a 'home from home' for the children. When children arrive, they run off enthusiastically to play with the carefully planned resources that meet their interests and needs. Staff support new children settling by giving more one-to-one time, sharing stories and showing them activities, to help them choose their preferred play. They assign each child to a key person, which helps them develop security and close relationships. This all helps to support children's emotional well-being.

Children develop healthy lifestyles and good hygiene practice because staff act as good role models. Staff provide daily outdoor play for the children, to give them plenty of fresh air and exercise. They offer nutritious snacks of fruit, and offer milk or water for drinks. Staff teach children how to prevent the spread of germs. For example, they remind them to cover their mouths when coughing and to wash their hands afterwards. Staff effectively teach children how to keep themselves safe. They invite visitors from the local community, such as road safety officers and firemen, to talk to the children. This helps children understand how to cross roads safely and what to do in the event of a fire. Staff extend children's learning during their daily activities. For example, staff asked children why they must not touch an oven. Children answered that it is hot and it will burn them. Staff build on child-initiated conversations about fire extinguishers by talking to them about how we use them to put out fires.

Children behave well. Staff reinforce good behaviour rules with posters and use praise well to encourage positive behaviour. Staff help to build children's independence by teaching

them self-help skills, such as in dressing and toileting themselves. Children help to tidy up the toys. This helps them to prepare for their move to school.

Staff have well established links with local schools and other providers, to support children when they move to school or between provisions. They attend cluster meetings, where staff from local settings meet to share information. Staff invite other professionals, such as teachers, to the setting, so that they can meet children in an environment where they are secure. This helps to build consistency in their learning and development.

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

The manager and staff demonstrate a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff have a good understanding of the role they play in safeguarding children and understand the procedures that they must follow if they are concerned about a child's welfare. Staff work with the centre facilities team to implement effective risk assessments, which addresses any safety issues quickly and effectively. For example, nettles in the garden are removed. Robust recruitment, vetting, and induction procedures help ensure adults working with children are suitable to do so. This all helps to keep children safe from harm.

The manager has a strong understanding of the learning and development requirements and monitors educational programmes effectively, resulting in the good progress for all children. She meets with staff regularly to discuss children's next steps in learning. This provides her with good opportunities to quickly identify, and support, any gaps in children's development. She is enthusiastic about her role and is constantly looking at ways to improve the provision for children so they achieve the very best in their time at the setting. She often works within the rooms, acting as a very good role model for staff. The manager provides regular appraisal sessions for all staff to monitor their performance and has an established training programme for staff.

The management team members have a clear insight into the strengths of the pre-school and areas that need improvement. This is because they evaluate all aspects of the pre-school and form key priorities for development. The manager and her staff team work well with the local authority and act upon the advice and support they provide. Staff work strongly with parents and other professionals involved in children's learning. For example, they share detailed information with speech therapists. They provide good opportunities for parents to contribute their suggestions, through questionnaires and by inviting them to attend sessions. This helps to support the consistency in children's learning and to close any gaps quickly. It also helps the preschool review their provision, as they take into account everyone's views about key strengths and consider their suggestions for improvements.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
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 monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

Unique reference number	148661
Local authority	Wokingham
Inspection number	987795
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	33
Number of children on roll	41
Name of provider	Kilnsea Pre-school (Under 5's) Committee
Date of previous inspection	14/10/2009
Telephone number	07754847967

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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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