

Killisick Pre-School

Inspection report for early years provision

Unique reference number

EY412544

Inspection date

13/07/2011

Inspector

Angela Hufton

Setting address

Coppice Farm Primary School, Laver Close, Arnold,
NOTTINGHAM, NG5 7LS

Telephone number

0115 859 8143

Email

killisick.ps@ntlworld.com

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Killisick Pre-School originally opened in 1987 and moved premises in 2010 to the Coppice Farm Pre-School site in a new building separate to the school. Children are cared for in one main area, with direct access to the outdoor play area which consists of grass, safety surface and tarmac, with a large sun canopy. Facilities include a kitchen, office and accessible toilet. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 30 children under eight years may attend at any one time. These may all be in the early years age group but, of these, no more than 20 children may be under three years of age. The Pre-school serves the local community. It operates from 9am until 3.30pm for five days per week.

The setting currently has 67 early years children on roll. The setting supports children with Special Educational Needs (SEN) and children who speak English as an additional language. They are a member of the Pre-School Learning Alliance and receive support from the local authority.

The setting employs 10 staff. Of these the manager has a degree and Early Years Professional Status (EYPS), two staff have a Level 4 early years qualification and both are working towards foundation degrees. Of the remaining staff, five have an early years Level 3. Of these one is nearing completion of a Level 4. A further staff member holds a Level 2, working towards a Level 3, and there is one unqualified member of staff.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The Pre-school is highly effective in its organisation, which enables a trained and experienced staff team to provide consistently good quality childcare. A fully established key person system ensures that individual children's welfare and development is closely and successfully supported. Every child enjoys a challenging and stimulating play environment, with a wide range of materials and resources provided to promote achievement. The nursery provides a successful range of play themes and initiatives, designed to support active learning and expressive child-led play, ensuring each child is exceptionally well supported and included. Children benefit from skilful and consistent teaching, and the assessment and promotion of children's learning progress is good. The nursery is highly effective in its partnerships with other providers, and staff make confident and consistent use of self-evaluation to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- extend the culture of reflective practice, self-evaluation and informed

discussion to identify the setting's strengths and priorities for development that will improve the quality of the provision for all children, such as for group times

- review observation and assessment systems so that parents have regular opportunities to add to records.

The effectiveness of leadership and management of the early years provision

Staff have a very good awareness of safeguarding and child protection issues. They have a full understanding of the comprehensive policies and procedures, and carry out risk assessments regularly to ensure children are safeguarded from harm. Children's safety is promoted very effectively because staff ensure that they are very well-supervised, indoors and outdoors. The setting is very secure and there are rigorous systems in place for parents to follow when collecting their children. There are robust systems in place for the recruitment and vetting of staff. A wide range of equipment is used that is safe and suitable for the age of the children.

Partnership with parents and carers is very good and feedback is very positive. They say that communication is great and that staff are welcoming, caring and provide an inviting setting for the children. Prior to a child starting nursery parents complete an 'All About my Child' form, and an 'All About Me' sheet with their child. The key workers keep parents and carers very well-informed of their children's achievements and progress. Parents and carers receive regular progress reports and individual targets that are set for the children. The setting is developing ways to more actively involve all parents in contributing to their child's development file to support each child's continued progress at home. The relationship with the host school is developing and the nursery benefits from the use of its facilities, such as access to the school grounds. There are outstanding links with outside agencies and children with special educational needs and/or disabilities, and those who speak English as an additional language, are exceptionally well supported in their learning.

The Pre-school is very well led and managed, and staff meet regularly to share planning and discuss assessment. The staff work very well together as a team and demonstrate a very good capacity to improve. They regularly access training opportunities and work hard to build on and enhance their existing qualifications. They provide daily opportunities for children to access a very wide range of resources and equipment in a bright, positive and stimulating environment. There is exemplary promotion of equality and diversity in the setting. All children are fully integrated into nursery life and achieve very well. Good self-evaluation systems are in place and the manager and staff value the views expressed by parents and children. Currently, staff are developing several areas for improvement, including ways to more effectively manage whole group sessions, particularly at arrival and departure times.

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

The staff plan a very wide range of activities to help children learn through their play. They value children's suggestions for activities and include these ideas in their planning. For example, the older children cooperated very well as a team to plan and plant their outdoor garden. Staff evaluate their planning and use the information gained to plan a further range of activities to help children to build on their existing skills. Children's behaviour is very good because they listen very carefully to staff and share resources sensibly. Staff are positive role models and expectations are high. They know the children very well and ensure that they get the most out of their time during the session. Inclusive practice is very evident in the nursery and all staff use Makaton signing as part of their inclusive practice ethos. Staff are very caring and sensitive to children's individual needs and regularly offer reassurance and praise for their achievements. Children are very confident and polite and know the rules and boundaries within the group.

Children's physical development and enjoyment of exercise is promoted very well through a variety of activities. They have valuable opportunities to play outdoors with free-flow access to the adjoining outdoor play area, access to a separate garden area and the added benefit of access to the school play fields. Children particularly enjoyed a recent opportunity to play on the tyre structure in the school grounds. They develop a good understanding of keeping healthy and safe as they participate in music and dance sessions and frequently use apparatus in the outdoor area. Children benefit from the setting's strong commitment to healthy eating. They choose when to have their snack time and make healthy choices, such as selecting tomatoes. Lunch times are well supervised to help children eat healthily. It is a very happy, social occasion and parents are supported to know what their child has eaten. Parents are fully included in supporting the promotion of healthy eating when providing lunch boxes.

Children enjoy their time at the Pre-school. They show an interest in growing their own vegetables from seeds. They enjoy singing about the fish swimming over the dam and most children can count up to twenty and beyond. All children enjoy access to water play, including exploring seaweed. They paint excellent pictures and enjoyed a recent activity of making parchment paper linked to a pirate and princess theme. They enjoyed dressing up and role play as part of this theme and wrote about what they would take to a desert island, learning how to write 'Mummy' and 'Daddy'. Children listen well to stories, and festivals, such as Diwali, enrich their experiences of other cultures and diversity. Communication, language and literacy skills are developed very well through skilled support from staff. Children confidently use information technology to support their learning. They are very well-prepared for their next stage of learning in this bright, purposeful, stimulating setting.

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	1
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	1
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	2
--	---

Outcomes for children in the Early Years Foundation Stage

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----