

Kingsway Pre-School Centre

Inspection report for early years provision

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Inspector Joan, Patricia Flowers

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Type of setting Childcare on non-domestic premises

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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).

Description of the setting

Kingsway Playgroup & Pre-School Centre Ltd has been registered since 1994. It has been registered under the existing provider since January 2005. The provision is part of the local community and is situated in a classroom within St Patrick RC Primary School in Heysham. There is an outdoor, enclosed play area to the rear of the building. The setting is registered on the Early Years Register for a maximum of 28 children aged two to five years. The provision operates term time only. Sessions are offered Monday to Friday between 08.00 to 15.30 and include a breakfast and a lunch club. There are 50 children on roll who attend both full and part-time sessions throughout the week. Of these, 11 children are aged under three years. The setting supports children with learning difficulties and for whom English is an additional language. There are 11 staff employed, the majority of whom are qualified or trained in childcare. Advice, training and support are gained from the local authority and the setting is a member of the Pre-school Learning Alliance.

Overall effectiveness of the early years provision

The setting provides a very secure and welcoming environment where all the staff have a good understanding of each child's individual needs, enabling them to support every child's all round care and learning most effectively. Parents are treated as partners extremely well so that they can support their children's learning at home and the good lines of communication that are fostered supports this approach well. This is an inclusive setting where the needs of all groups of children are valued and catered for extremely effectively. Level access is afforded to the setting. Close links with the school and other agencies and community groups is a strength. The setting demonstrates a good capacity 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:

- develop ways of linking the indoor and outdoor environment to enable children to move freely between the two so their learning and development is enriched
- plan and organise meal times so that children are given opportunities to use appropriate cutlery according to their ability and the food being served to further promote their personal and social development.

The leadership and management of the early years provision

The leadership team takes good care in ensuring the well-being of all children in their care. Children's safety is seen as paramount and every precaution is taken to ensure children are cared for securely. Regular risk assessments are carried out

and access into the main school is closely monitored. All children are well protected because the staff team have a secure knowledge about safeguarding issues. A robust selection and vetting procedure ensures staff working with children are suitable. All regulatory requirements are in place, with excellent attention paid to the maintenance of records, policies and documents. The management of the day-to-day provision ensures that the learning environment for all ages of children is both challenging and enjoyable. This is reflected in the good overall progress children are making.

Children's personal and social development is fostered well through daily activities and routines. Children do not, however have many opportunities at meal times to learn how to use cutlery. The staff all work extremely hard at building positive relationships with every child. Translation media is available to assist in communicating using different languages. The effective key person system further ensures that children have someone who is special to them so they feel settled and secure. Effective use is made of contingency staff that are known to the setting and to the children, so ensuring continuity and stability. Strong partnership with parents is evident so providing the best support for all children and their families. Information in many forms is regularly shared so good relationships are fostered allowing parents to be active partners in their child's learning. The staff welcome parents and carers to stay during sessions and to chat about their children. Children, as a result, are reassured by this so they can make the most of the learning and play opportunities.

The regular observations and monitoring of children's progress and aspects of their development are shared with parents effectively. They are given opportunities to visit the setting and spend time observing their children at work and play whenever they wish and can see their child's achievement folder. The setting's management and staff all have a strong commitment to the continuous development of the setting and strive to make improvements to the provision. Self-evaluation is being used effectively to identify strengths and areas for improvement. The introduction of parental questioners has proved invaluable in understanding what parents want from this childcare service. The management team have demonstrated their ability to have the capacity to take this on successfully. The setting has developed partnership links with local playgroups and nurseries so good practice can be shared.

The quality and standards of the early years provision

The learning environment is highly suited to the needs of the children and reflects the community the children come from and the wider world. This is achieved through focused activities such as 'all about me' topics and by encouraging children to form relationships and play together. Children enjoy their time at the setting and receive good support. Adults have an excellent knowledge of the Early Years Foundation Stage so children are interested, motivated and involved. For example, staff vary the groupings for story times so that children of different ages are involved and can get the most out of the activity. Children have opportunities for outdoor play every morning and afternoon in all weathers. Children cannot make this choice for themselves when they wish, so their options are reduced as a

result. Overall, children are well challenged by the responsive staff who help to develop children's interests, including a fascination with cars, which led to the topic of transport being chosen.

The learning environment provides a wonderful balance of adult-led and child-initiated activities that result in children being active learners. Children listened intently to a story CD as the staff member held the book and pointed to the pictures as the children listened through their earphones. The well resourced reading area provides children with a wide selection of books to look at and often staff will be found reading a story to one or a couple of children in the midst of other general activities. Children are familiar with favourite stories and often are heard saying the words as they predict what comes next, so promoting their early reading and phonic skills. Children who are learning English as a second language are supported because staff work with parents to gather key words in the child's home language. This aids not only their care but also promotes their future educational progress. Children explore the sounds they can make as they knock wooden bricks together and concentrate intently on pouring dry sand from one container to another. Children are adept at manipulating tools as they roll out the play dough, press the shape cutters in and then cut around the shape with great success. Children enjoy being creative when painting at the easel and when they construct models from recycled material and create collage pictures. Number symbols and letters are a strong feature within the pre-school environment, with children often using these in their conversations. Two children, for example, talked about the number line as they rolled out their play dough. They pointed to the number cards they knew were their ages; one child telling the inspector that she used to be two but now is three and will be four next. High quality planning ensures that an outstanding level of challenge is provided across the six areas of learning. As a result, children progress towards the early learning goals and have the freedom to make connections in the inspiring learning environment. This contributes enormously to children's future economic well-being.

Children learn about being healthy because staff teach them about nutritious foods at snack time and encourage understanding about personal hygiene. Children enjoy food-tasting session with different fruits, including pomegranate and grapefruit, which some children have not tasted before. Children's behaviour is well managed by calm, consistent staff who act as good role models. Children's additional needs are identified early and effective arrangements put in place to promote their development. Children effectively begin to keep themselves safe as they hear explanations on how to use resources safely when using the scissors. They gain knowledge and confidence about how to negotiate the large wooden climbing equipment, so developing their physical skills successfully. They are skilfully encouraged to join in, make friends and respect each other with emphasis placed on children looking after and helping one another seen for instance when putting their coats on to play outside. Children experience a sense of responsibility when they take turns to shake the tambourine as they alert the group that snack time has started.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	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 C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.