

Kingsway Pre-School Centre

St. Patricks RC Primary School, Littledale Avenue, Heysham, MORECOMBE, Lancashire, LA3 2ER

Inspection date	27/06/2014
Previous inspection date	13/01/2009

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		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The quality of the teaching is excellent. Staff use a wide range of techniques that successfully encourage, challenge and inspire children. As a result, children make exceptional progress in relation to their starting points.
- Children with special educational needs and/or disabilities are exceedingly well supported by staff to ensure their continued learning and development.
- Safeguarding policies and procedures are highly effective and well embedded. Consequently, children's welfare is protected and children are kept safe from harm.
- Excellent partnerships with parents and external agencies promote a collaborative approach. They communicate effectively to identify children's needs and as a result, provide outstanding support for all children and their families.
- Leadership is inspirational. The managers are highly reflective and have a strong drive to continually improve practice. Consequently, this has a positive impact on the learning outcomes of all children in the pre-school.

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 activities in all three rooms, during snack time and during outdoor play.
- The inspector conducted a joint observation with the provider.
- The inspector held a meeting with the provider and spoke to the manager and staff throughout the inspection when appropriate.
- The inspector viewed documentation, including children's assessment, tracking and planning records and a sample of the policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with the children and discussed the pre-school's self-evaluation.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Lois Wiseman

Full report

Information about the setting

Kingsway Pre-School Centre was registered in 2008. The pre-school is registered on the Early Years Register. It operates from two main pre-school rooms and a baby room in a separate building, within the grounds of St Patrick's RC Primary School in Heysham, Morecambe. All children share access to an outdoor play area. The pre-school currently takes children from six months of age. The pre-school is open each weekday from 8.30am to 9.30am, for a breakfast club and then from 9.30am to 3.30pm, during term time only. There are currently 59 children on roll in the early years age range. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children. Children come from a wide catchment area. The pre-school supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. There is a staff team of nine, all of whom hold appropriate early years qualifications, one who has Early Years Professional status, two at level 5, five at level 3 and one at level 2.

What the setting needs to do to improve further

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

- implement the plans to develop the baby room and provide a balcony and sensory room to enhance the already high quality provision for the youngest children in the pre-school.

Inspection judgements

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

Teaching in the pre-school is excellent because staff have exemplary understanding and knowledge of the Early Years Foundation Stage. The highly skilled staff team means that they have an exceptional understanding of how children learn and celebrate each child's uniqueness. As a result, children are extremely well supported and make excellent progress in their stages of learning. The educational programmes are broad, varied and highly imaginative which enable the children to make progress in all areas of learning. The innovative use of the 'Wellcomm Programme', for example, has made a very positive impact on the children's development of speech and language. The staff ensure that the learning environment is extremely well organised, both indoors and outside, providing optimal challenge. Consequently, children are very enthusiastic to take part, learn new skills and become active learners. Children's curiosity is ignited by the range of activities available, for example, watching how a froglet moves along in the water, constructing a track and tower out of wooden blocks and creating a picture using a computer programme. Babies revel in their play, for example, they are fascinated by the fabrics blowing in the wind and they explore the properties of gloop, spreading it with their hands and making marks. Staff interact consistently well with the children, sharing stories and

asking a variety of questions to help promote the children's thinking.

Staff know their key children extremely well and have the highest expectations of how the children make further progress. They expertly use knowledge from discussions with the parents to plan for the children's interests, for example, creating a vet's corner to enhance the children's love of caring for animals. As a result, the children's interests are promoted and used very effectively by staff when planning activities to extend the children's learning. The key-person system is well embedded and staff take the time to observe their key children closely. The highly skilled staff work well as a team to ensure that the children's interests are noted and acted upon. This helps to provide the right stimulus for each child, according to their changing needs. Highly comprehensive learning journals are kept for each child containing a variety of observations and assessments, annotated photographs and purposeful next steps. This close attention to detail means that the children are assessed accurately and staff plan appropriate targets to help the children progress further. Additionally, children are gaining those skills necessary for school and their future learning. The assessment process is rigorous. Staff share the children's learning and progress with their parents and they are invited to comment on the progress check for children aged between two and three years. Consequently, parents feel positive about the pre-school and valued as equal partners in the education of their children. Parent involvement is further enhanced by the wide range of information available to them, for example, the 'Stay and Play' workshops, handbooks about the pre-school and leaflets about road safety.

Children who speak English as an additional language and special needs and/or disabilities are supported very effectively by the skilled staff. The managers have highly robust procedures in place to monitor any needs an individual child may have. As a result, children make excellent progress relative to their starting points. A high priority is placed on using a mixture of British sign language and Makaton with the children. Signs are used consistently throughout the pre-school and this ensures that all children receive appropriate support in helping to develop their speech, language and communication skills. The special educational needs coordinator liaises regularly with other staff members and other relevant professionals, for example, the specialist for visually impaired children, to ensure the care and development arrangements area consistent. This ensures a high quality of care and learning is given to all children.

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

Children's emotional well-being is given the highest priority in the pre-school. Warm, friendly and sensitive staff support all the children in forming secure attachments. As a result, children are happy, confident and behave well. Staff make the care of each individual child the strong focus of everything that they do. This means that the children's care needs are met extremely thoroughly. Children are happy when they arrive and move excitedly into the play areas. Settling-in routines are highly flexible and parents speak favourably of the care that is given, for example, 'I'm very happy with the care that my daughter has here. The staff are brilliant with her and in meeting her particular needs'. As a result, children's well-being is promoted exceptionally well and the input from parents is valued. All staff are consistent in their approach to positive behaviour management, for

example, by using eye contact, the children's names and verbal and non-verbal praise. Consequently, children develop very good personal and social skills. Children move freely around their high quality learning environment as the resources are easily accessible. They enjoy their independence by choosing their toys and resources to enhance their play. As a result, they develop their self-confidence further. A healthy attitude to exercise is promoted because outdoor play is highly valued. Children learn to take safe risks as they negotiate space and height on climbing equipment. This means that children become confident and capable learners as they learn to manage risks.

Staff are fully committed to the promotion of healthy living in the pre-school. Children access the toileting areas independently and the skilled staff are sensitive when supporting the youngest children in their care routines. The children are kept safe by consistently being reminded about the importance of hand washing. All children are offered healthy food and drink, for example, rice cakes, raisins, milk, water and soya milk for snack and pitta bread, tuna, cheese, cucumber and green pepper for lunch. Children learn to foster a deep sense of responsibility as they help to prepare the snack and set the tables. As a result, the development of their self-confidence is promoted to the full. Staff skilfully incorporate learning opportunities into these routines, for example, staff ask how many pieces the children have when the rice cakes are broken into half and into half again. The pre-school's excellent organisation of snack time maximises the chances for children to develop self-help skills. In addition, the children enjoy weekly sessions of 'Forest Rangers', helping them to experience outdoor activities to the full and develop their self-confidence.

The safety and care of the children is a prime focus at the pre-school. Very robust procedures are in place to keep the children safe and staff are extremely vigilant as they allow children to explore the environment. Staff are consistent in their approach to safeguarding and they are fully aware about the procedures for dealing with a potential safeguarding issue, as well as whistle-blowing. This means that children are kept safe from harm. Children moving through pre-school into different rooms are supported well by sensitive adults. Staff liaise well as a team with staff from other settings and schools to ensure that the links for care and development are established. As a result, all children are supported in the transition process and this ensures that the move into the next stage of learning is as seamless as possible.

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

Leadership and management are truly inspirational. The managers are highly organised, enthusiastic and take a proactive and dynamic approach to managing the nursery. They are fully aware of their responsibilities in ensuring the safe and efficient management of the nursery. Robust safeguarding procedures and recruitment of staff help to keep children safe. Very comprehensive induction procedures mean that the policies concerning health and safety are adhered to effectively. All staff have undertaken safeguarding training, which results in them having a clear understanding of any action they would take in a potential safeguarding issue. All policies and procedures are reviewed regularly, helping to ensure practice remains safe. Thorough risk assessments are carried out on all areas used by children and include individual risk assessments for children with special

educational needs and/or disabilities, including individual emergency evacuations. Consequently, staff are assured in the knowledge that children can play safely.

The staff are outstanding in working collaboratively to self-evaluate and implement positive changes around the pre-school. Through regular meetings, staff members are given many opportunities to contribute their ideas and suggest ways to improve practice. Comments from local authority officers are acted upon and enhancements made. Effective supervisions and appraisals help managers to monitor staff performance and areas for development. As a result, managers ensure that staff are highly effective in their roles and supporting children's learning appropriately. Sharing a key vision for the future, managers are aware of how they wish to keep moving the pre-school forward, particularly in planning to extend the baby room and create a balcony and sensory room. The provider demonstrates innovative work, for example, she has secured funding for those children with mobility difficulties to access 'Peer on Peer support' at a local children's centre. As a result, these children can be assured of the optimum chance to develop their gross and fine motor skills. Monitoring of staff performance, procedures and the assessment process reflects positively on practice and outcomes for children, as they are supported very effectively. Professional development is a priority among the managers and staff are encouraged to undertake training opportunities. Consequently, the staff make up a quality team fully committed to providing the best for children.

Self-reflection features highly in this pre-school. Staff are encouraged to evaluate their practice according to their roles and responsibilities. The two-way partnership with parents enhances this positive approach, for example, by making use of parental questionnaires to judge how well parents like what the pre-school offers to them. Parents are made to feel very welcome in the pre-school and their warm comments demonstrate how happy they are with the care and education that their children receive. Effective partnerships with parents thrive due to the animated and passionate approach by all the staff in their work. Staff liaise with the parents and carers exceedingly well and exchange information regularly. This means that parents feel positive about nursery and feel valued. Exceptional links with other professionals in the community, for example, the local children's centres, ensure that there is a consistent approach, so that children make excellent progress relative to their needs and abilities. Established and valued links with the school on site mean that the transition into the next stage of learning is as smooth as it can be.

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. It will be monitored and inspected within twelve months of the date of this 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		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

Unique reference number	EY377498
Local authority	Lancashire
Inspection number	858432
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	36
Number of children on roll	59
Name of provider	Kingsway Playgroup & Pre-School Centre Ltd
Date of previous inspection	13/01/2009
Telephone number	07890 816559

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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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