

Kelsall Pre-School

Inspection report for early years provision

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Inspector Sheila Riddall-Leech

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Type of setting Childcare - Non-Domestic

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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.

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Description of the setting

Kelsall Pre-School was established in 1973 and is managed by a voluntary parents' committee. It operates from a purpose built unit in the grounds of Kelsall Primary School in the village of Kelsall in Cheshire. The setting is open each weekday from 9.15am to 3.15pm during term time. Children have access to a secure enclosed outdoor play area. Lunch club facilities are also available. Out of school care is provided for children attending the school from 8am to 9am and 3.15pm to 6pm. The setting serves the local and surrounding areas and children attend for a variety of sessions.

A maximum of 33 children aged from two years to under eight years may attend the setting at any one time. The setting also offers care to children aged eight years to 14 years. There are currently 117 children on roll. Of these, 28 children receive funding for early education, 40 are within the early years age range and 68 are under eight years. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The setting employs 13 members of staff, including the manager. Of these seven have a qualification at level 3 in early years, one holds a qualification at level 2 in early years and one is working towards a qualification at level 5 in early years. There are four staff working in the out of school provision. Of these three hold a qualification at level 2 in early years or playwork and one is unqualified. The setting is a member of the Pre-School Learning Alliance and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and play in an inclusive and relaxed environment. Overall, the environment, routines, activities and a broad range of age appropriate resources are mostly used effectively to support children's learning and development. Good relationships with parents, carers and other early years professionals benefit the children. Children are fully safeguarding in relation to child protection issues through staff's good knowledge, although opportunities for children to learn about keeping safe are developing. The setting shows a good capacity to improve as systems to monitor and evaluate the service are firmly in place.

What steps need to be taken to improve provision further?

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

- extend opportunities to support children to keep themselves safe and learn how to recognise and avoid possible dangers
- exploit more fully the use of the environment and resources to further enhance children's choice and enjoyment.

The effectiveness of leadership and management of the early years provision

Children are well protected as staff have a secure understanding of the safeguarding policy and know how to implement the procedures effectively. This helps to protect children from neglect and harm. There is a clear recruitment policy in place, which ensures that all staff who are employed are vetted for their suitability and undergo a thorough induction process. Detailed annual, termly and ongoing risk assessments are conducted which ensures that children are able to play in a safe and secure environment. A good security system and accurate records to monitor arrival and departure of visitors is in place.

Staff have a good understanding of how to support children with special educational needs and/or disabilities and those who speak English as an additional language. They support and promote inclusive practice by ensuring that all children are warmly welcomed, included and encouraged to participate in activities. Staff value and respect children's differing backgrounds and abilities and know the children well. Overall, there is a good range of exciting resources available for children's enjoyment and achievement across all areas of learning. However, on occasions staff do not always fully exploit the use of the environment and resources to further enhance children's choice and enjoyment

The staff team work effectively together and demonstrate a good commitment to driving improvement as they evaluate the service and set priorities for future development. Outcomes for children have improved as recommendations from the last inspection have been successfully addressed. Positive relationships with parents and carers contribute well to the care the children receive. Verbal exchanges of information at the beginning and end of each session, 'open afternoon' sessions and the information board help keep parents and carers well informed and promote continuity of care. Good and effective links have been established with other professionals and other early years settings which supports children's education, welfare and care well.

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

Children are happy and well settled in the setting and their personal, social and emotional development is fostered well. They form trusting relationships with the adults and are developing good friendships with each other. Children are skilful communicators as they learn to negotiate and play together harmoniously sharing equipment and taking turns. Skills for the future are supported well as children take turns, problem solve and develop an understanding of their local environment.

Children build good foundations for early literacy through having good opportunities to make marks, make sense of visual signs and symbols and to recognise their own names. For example, they develop and refine their pencil control as they write menus in the role play area. Older and more able children have good opportunities to link sounds and letters during their play, to further extend learning. Children have good opportunities to increase their creativity through a varied range of arts and crafts activities. For example, children delight in creating their glitter collages. Children increase their imagination well as they happily use role play resources and small world toys.

Children's problem solving reasoning and numeracy is supported well. Children have good opportunities to problem solve as they build with construction toys and complete puzzles. They seek patterns, count, sort and match and consider concepts such as weight through meaningful practical activities.

Most children are developing a sense of how to stay safe within the setting. They use their initiative and take responsibility for their own safety and have a developing understanding of the rules in place to keep them safe. However, some children require prompting by adults and do not show an increased understanding of possible dangers and how to stay safe. The extent to which children adopt healthy lifestyles is good. They thoroughly enjoy the outside areas which provide a broad range of challenging opportunities for them to develop coordination and control of their bodies as they have fun. Children are provided with healthy, nutritious snacks which are prepared on site. Fresh drinking water is available at all times ensuring that children remain hydrated. Children have good opportunities to increase their self-help skills as they actively encouraged to be independent in their personal hygiene and care.

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	2
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	2
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
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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	3
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

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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