

Kipling Lions Pre-school

Inspection report for early years provision

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Inspector Brian Evans

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Type of setting Childcare on non-domestic premises

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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

Kipling Lions Pre-school first opened in 1993 as a sessional group. It was registered to provide full day care in 2003, and is managed by a parent run committee. It is accommodated in a self-contained unit in the grounds of Rudyard Kipling School in Woodingdean, Brighton, and has one main playroom and sole use of its own outdoor area. The pre-school is open from 8.00am until 4.00pm, Monday to Friday. The pre-school operates during term time only. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The setting is registered for 40 children age two to eight years and there are currently 59 children on roll, and of these, 18 are funded for nursery education and two speak English as an additional language. The centre has wheelchair access. There are 10 members of staff, of whom seven hold appropriate qualifications. Staff receive support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff focus on recognising each child as an individual. Children feel safe and secure and the setting works very closely with parents and others to provide good levels of care. Children follow their own interests and also have access to a wide range of stimulating planned activities, which supports their welfare, learning and development well. Effective processes are in place to monitor and evaluate the setting and to target specific areas for improvement, which are continuous and ongoing.

What steps need to be taken to improve provision further?

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

- introduce more problem solving activities into the curriculum
- consolidate further the partnership with other schools and settings to share best practice in early years education

The effectiveness of leadership and management of the early years provision

Safeguarding procedures are robust. Thorough procedures are in place to ensure staff are suitable for their role at the point of recruitment and also that they remain suitable. No adult is allowed to be alone with a child unless they have undergone rigorous checks with regard to their suitability to work with children. Documentation is well organised, readily available and stored securely. Policies and procedures are followed well by staff and are updated annually to ensure that they reflect the best practice. Staff are committed to equality and diversity. Regular child protection training keeps their knowledge up to date and they are confident about the steps to take should any concerns arise. Risk assessments are regularly

updated. The very good relationships between staff and children help children to feel safe and secure.

In the absence of the manager, her deputy gives good leadership and manages the setting well. The process of self-evaluation is good and has been effective in securing improvements in the setting's provision. There are clearly targeted areas for improvement in order to continually enhance the quality of care, learning and development for all children. For example, the introduction of a good craft area enables children to use scissors and glue safely and to develop their fine motor skills. Staff eagerly take up training opportunities and thereby drive forward improvements in children's welfare and learning and development. Current priorities are appropriate and include the introduction of more problem-solving activities and extending links with schools and other settings to share best practice in early years education. All staff are involved in ongoing discussions to evaluate the success of current planning and identify any adaptations required. Staff value individuality and treat adults as well as children with respect and consideration. These factors underpin the setting's good capacity to sustain improvement.

Discussion with parents confirms their appreciation of how well staff enable their children to settle into the routine of the setting. Regular written assessments in the children's learning profiles are shared with parents. Staff communicate with and respond to parents' suggestions through welcome packs and regular newsletters. The needs of children with special educational needs and/or disabilities and for those who speak English as an additional language are met well. There is good support for each child as they transfer to local reception classes.

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

Staff have a good understanding of the Early Years Foundation Stage framework which ensures that children enjoy valuable play and learning experiences whilst at the setting. Children are able to contribute their ideas and suggestions to staff who then plan a range of stimulating activities which maintains their interest. Each child's 'Celebrate me' learning profile contains good, ongoing, brief written assessments of their progress by staff. These are supplemented by fuller half termly reviews carefully categorised under the early learning goals headings and accompanied by appropriate samples of work. Achievement is analysed well by a child's key person and the next stages of learning identified. Children and parents enjoy looking through the photographs and samples of their work in their folders.

The setting has addressed the recommendations in the last inspection well. There is now a good balance in the early years curriculum and children make their own decisions with the help of sensitive guidance by staff. Appropriately more problem-solving opportunities are being introduced for children to tackle. Staff are constantly seeking ways of using the indoor and outdoor spaces available as efficiently as possible to enrich children's learning and development. For example, a vegetable patch currently planted with peppers helps children to discuss and observe plants and bugs. A boy was observed busily filling a big boot with falling leaves whilst a girl went off to another patch of the outside area to find a worm to

eat the leaves. The new fences are secure but bare and provide a further opportunity for brightening up the outdoor environment.

The emphasis on developing children's personal, social and emotional skills enables children to play cooperatively with their friends. Children mix well together, offer one another support and this contributes to them learning about others and themselves. For example, the setting takes children on visits locally, invites visitors such as the fire service and arranges a longer journey for children and their parents to a theme park. As a result, they are making good progress in their language development. They behave well and enjoy eating their fruit and drink in a small group in discussion with an adult. These discussions reflect a good understanding of effective hygiene routines and the benefits of an active lifestyle. The setting's focus on welfare is good. Parents are very appreciative of the positive ethos of the setting and its impact on the enjoyment of their children.

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

How effectively is the Early Years Foundation Stage led and managed?	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	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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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	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

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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