

Kibworth Methodist Preschool

Inspection report for early years provision

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Inspector Catherine Sharkey

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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*.

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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

Kibworth Methodist Pre-School registered in 2004. It operates from the Methodist Church hall building within the village centre of Kibworth, Leicestershire. The pre-school is open each weekday during school term time only. Opening times are from 9am to 12pm throughout the week, with additional sessions on Tuesday and Thursday from 1.15pm to 3.45pm. The setting also provides a session from 12pm to 12.55pm for those who wish to bring lunch. Children have access to two enclosed outdoor play areas.

A maximum of 25 children may attend the pre-school at any one time. The pre-school is registered on the Early Years Register and on both the voluntary and compulsory part of the Childcare register. There are currently 40 children on roll between the ages of two and five years. Children come from the local area and attend for a variety of sessions. The setting supports children with special educational needs and/or disabilities. The pre-school employs 10 staff, most of whom, hold appropriate early years qualifications. The setting receives support from the Early Years Development Childcare Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a thorough knowledge of the early learning goals which is apparent in their well-managed conversations with children and in the activities they provide. Children are safe in the pre-school because they are closely supervised and are taught to be aware of potential hazards. There are very good partnerships with parents and carers and they are given many practical opportunities to become involved in their children's learning. The pre-school staff evaluate and monitor their provision effectively and staff are able to attend some training courses. The atmosphere in the setting is extremely friendly and welcoming and children are very enthusiastic in their play.

What steps need to be taken to improve provision further?

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

- implement effective training and mentoring to further improve staff's knowledge and practice in the setting

The effectiveness of leadership and management of the early years provision

The pre-school has a good range of comprehensive policies and procedures which staff implement very well in order to keep children safe. All outside doors are secure and children play safely in an enclosed outdoor area with a locked gate. Monthly fire drills ensure that everyone is familiar with emergency evacuation

procedure and there is a barrier to prevent children going upstairs where they would be unsupervised. Medical and accident records are well maintained and staff are trained in safeguarding and child protection. Daily risk assessments ensure the premises and resources are safe for everyone to use.

Children are able to access a wide range of exciting resources both indoors and out. Different areas are set up for role play, climbing, creative activities or looking at books. All these areas are used very effectively in the promotion of the early learning goals and children have plenty of space to use their creativity in all manner of games. This enables them to be more imaginative in their play.

Staff work very well together as a team and meet regularly to evaluate their provision and form action plans. They are well-motivated and keen to attend training courses, but this is not always possible. They initiate contact with other settings to learn from them and improve their practice. The previous recommendations have been fully addressed. For example, learning activities now provide sufficient challenge for all children and information gathered from observations inform children's next steps.

There are very strong partnerships with parents and carers. They receive a great deal of written and practical information on how their children learn through play. Sessions are organised in which parents may join in activities with children to find out the outcomes and objectives of purposeful play. They contribute to children's learning journeys and sometimes work with them at home to continue their learning. This means they are fully involved in their child's development. Parents share information about their child with staff when they first start and are able to stay as long as they wish so that the child feels settled. The pre-school has close links with the local primary school, which aids children's transition and provides continuity of learning.

Children with special educational needs and/or disabilities are supported well in the pre-school. Staff work well with other professionals, such as a speech therapist, and with parents, which means children's needs are met and they are able to make good progress.

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

Children really enjoy all their activities at the pre-school and are making good progress towards the early learning goals. This is because staff develop children's language and vocabulary very well during learning activities. They stimulate children into thinking and asking their own questions. Observations on children are used effectively to plan their next steps, which are included in planning for individual children. This allows them to progress at their own level and pace. Children are extremely creative in their play and enjoy initiating activities. For example, two children decided to fill a tray with sand to make a beach, enjoying the texture on their bare feet and creating sandy footprints. They enjoy painting, printing and mark making and are imaginative in the role play areas. They are developing their technological skills well through their independent use of the

computer, push button toys and tools, with which they 'fix' the bikes outside. Children are learning early reading and writing skills very well and enjoy a good range of information and story books. They are learning to count, recognise numbers and use simple addition through games and everyday situations. They learn about nature, the seasons and the world around them through visits to the local shops or the park and through visits from the dentist or postman.

Children show they feel safe and secure in the pre-school by the confident way they move around the rooms, choosing activities and interacting very well with staff and each other. They are able to bring a comfort item from home when they first start, which gives them emotional security and there are very good links between children's families and the pre-school. They are all very eager to see everyone and start their play each morning, which shows they feel secure. A child in bare feet is reminded to be careful not to walk on the wooden bricks on the floor in case he hurts himself.

Children learn about healthy eating during snack times and activities. They grow their own potatoes and beans and choose healthy snacks, such as, pieces of apple and grapes. They are able to help themselves from a small water cooler throughout sessions. They wash their hands at appropriate times, drying them with paper towels to minimise the spread of infection. They are reminded to put their tissues in the bin and then wash their hands. Children have outdoor play each day and develop their physical skills well by using the climbing and balancing equipment and bikes.

A very strong emphasis is given to developing children's independence in the pre-school. They go to the toilet on their own, pour their drinks and serve themselves at snack time, waiting patiently for their turn. They are encouraged to invent their own games and their interests and opinions are highly valued in the planning of the activities. They work very well together and are fully engaged in all activities as they have such a high level of input. They tidy up after themselves and a child asks for a cloth to mop up a spillage. Behaviour is excellent and children have extremely good relationships with all staff and each other. This is a very happy setting and children show great excitement and enthusiasm for all the activities. They show delight when using the slide and climbing frame and proudly show their pictures to everyone. They are praised for their achievements and are encouraged to express their likes and dislikes. Staff show great interest in children's ideas, opinions and games. This means children build up their confidence and self-esteem extremely well. They learn about other cultures and countries through art work, dance and food tasting. They sponsor an African child and enjoy learning all about her daily life which gives them awareness of the wider world. Children enjoy acting out the Nativity, dressing up and listening to the Christmas story.

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	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	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
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