

Kempsford Pre-School

c/o Kempsford Primary School, High Street, Fairford, Gloucestershire, GL7 4EY

Inspection date	11/11/2014
Previous inspection date	06/10/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children progress well in all areas of learning and development because staff use good teaching methods and help children become active learners.
- Staff use a good system so that individual children are supported well by a person who is special to them as they play. Communication with parents is good.
- The provider meets the safeguarding and welfare requirements well and as a result, children's wellbeing is promoted effectively.
- Through regular meetings and communication both the managers and staff evaluate their practice effectively, so they provide good quality childcare and have the ability to improve it further for the children's benefit.

It is not yet outstanding because

- Partnerships with other early years settings are in their infancy as a result detailed information about children's learning and development is not effectively shared.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the playroom and outside play area.
- The inspector held meetings with the joint managers and the chairperson of the provision.
- The inspector offered the opportunity of a joint observation.
- The inspector took into account the views of parents, carers and children spoken to on the day and from information included in the setting's own parent survey.
- The inspector sampled a range of documentation including children's records, safeguarding procedures, risk assessments, some written policies and procedures and the setting's action plan for future development.

Inspector

Hilary Tierney

Full report

Information about the setting

Kempford Pre-School is a committee run setting, which was established in 1972. They registered with Ofsted in 2006. The pre-school is registered on the Early Years Register and both compulsory and voluntary parts of the Childcare Register. The pre-school operates from a detached building in the grounds of Kempford Church of England Primary School in Fairford, Gloucestershire. It serves families locally including from villages and the nearby air base. The pre-school has use of the school grounds for outside activities. The pre-school opens during school terms only for five week days. Sessions are from 8.45am to 2.55pm. There are currently 13 children on roll aged from two-and-a-half to five years old. The pre-school receives funding for free early education for children aged three and four years. The pre-school supports children with special educational needs and/or disabilities. There are four members of staff who work with the children, all of whom have relevant early years qualifications at level 3.

What the setting needs to do to improve further

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

- strengthen partnerships with other early years settings that children attend, so that all adults involved with the child communicate well with each other to promote a consistent approach to children's learning, development and care needs.

Inspection judgements

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

Children make good progress in their learning and development. Staff complete detailed observations and assessments on their key children, which enables them to clearly identify which children require extra support or extension in their learning. Through their observations and assessments staff are able to clearly identify children's starting points and interests, and plan a good balance of adult-led and child-led activities, which cover all areas of learning. These help to keep children interested, fully occupied and able to play with purpose. As the staff are not fully active in developing partnerships with other settings that children attend, they do not have an all round picture of children's learning and development.

Children progress well in their personal, social and emotional development. They make friends quickly and enjoy each other's company. Through clear explanations and guidance from the staff children learn about sharing and taking turns. They develop their independence well. During each session, children are chosen as special helpers and proudly wear a badge. The special helpers are encouraged to help set the tables for snacks and meals and check if areas are safe. Children enjoy this responsibility. Through

the use of praise and encouragement, children build their self-esteem and confidence and are well behaved. This helps children to develop positive attitudes towards others and prepares them well for school.

Children are supported well in developing their communication and language skills. Staff skilfully allow children time to talk and then respond to their questions. This helps children to become confident in speaking. Staff constantly talk to children and repeat words back to them as they interact. This approach helps children begin to hear and learn the correct ways to say words.

Children enjoy looking at books either alone or with the staff. Children sit enthralled as they listen to stories. The member of staff allows children to join in with the story by asking them what comes next. Children eagerly recall the story. This teaching helps to extend children's language skills further. Children enjoy developing other early literacy skills. They enjoy using a whiteboard to start to write letters and numbers. The staff use this resource well to help children with number recognition. For example, during group time and preparation for snack time staff draw a number on the whiteboard and asked specific children what the number is. This helps to promote children's early mathematical awareness.

Children develop their physical skills effectively. They have regular access to the outside play area where they are able to climb and run. Staff encourage children to learn in active ways. For example, children enjoy using streamers and watch how the wind blows them, finding out about the natural world around them. Staff encourage the children to describe what they think the streamers will do before they go outside and then talk to the children about what the streamers actually did in the wind. Through effective guidance from staff, children are acquiring the skills, attitudes and dispositions they require to prepare them for their next stage in their learning or school.

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

Staff provide a well-resourced, stimulating and welcoming environment both indoors and outdoors. It supports children's all round development and well-being effectively. Children are provided with a range of experiences that develop their independence and confidence. Children access all resources easily and enjoy choosing what they would like to do. Children understand they can ask to go outside to play even when the door is closed. This arrangement helps to promote children's free choice and confidence.

Staff provide children with good individual support and someone special they can talk to if they are upset. As a result, children are emotionally secure and happy in their environment. Staff are not fully active in promoting the links with other settings, which means that they are limited in their focus of continuity of care between their setting and other early years settings that children attend.

Promoting safety is a high priority for the staff. They involve children in checking if the areas are safe after everyone tidies up. The staff provide the special helper with the

necessary resources to help with the process. The child uses a book with pictures of the areas in the setting and with help from a member of staff looks at the area and ticks if it looks the same as in the book. This effective approach teaches children about the importance of tidying up and helps them develop an understanding about keeping safe. When children are taken on outings or use the garden staff remind them of the rules. Children talk confidently about the reason they need to wear high-visibility jackets when off the premises and state they use their eyes and ears as they walk.

Children learn about healthy lifestyles through staff modelling good hygiene procedures to them. Children understand the need to wash hands, saying it is because they may have germs on them that they cannot see. Children who are special helpers take responsibility for setting the table ready for snacks, which encourages their independence and counting skills. Staff use good personal hygiene when handling and serving food, including wearing gloves and aprons. Doing so helps maintain children's good healthy.

Staff use books to help children recognise where fruit comes from as they sit and talk about the fruit children eat, such as apples and bananas. This conversation helps children learn about healthy eating. Staff regularly remind children to have a drink during the day so they are not thirsty. Children enjoy regular outings around the local community, for example, visits to the church. These help to promote a positive attitude to being outside in the fresh air

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

The management and staff have a clear understanding of the safeguarding and welfare requirements, which they meet effectively. They are all clear about procedures to follow should they have any concerns about children in their care. Staff complete detailed risk assessments to provide a safe environment when children are at pre-school, and to keep them safe when on outings. Staff are careful to monitor visitors to the premises and ensure they check the identification of people as they arrive. These actions all promote children's safety effectively.

The managers and staff are clear about their roles and responsibilities. They talk to each other regularly and hold staff meetings to share practice. Regular staff appraisals are completed and staff observations of each others' practice have recently started. These actions help check areas to develop and identifies where extra training may be needed.

The team are supported well by the committee. There are clear recruitment and induction processes, which help to ensure that all staff are safe and suitable to work with children. All staff have completed first-aid and child-protection training, which helps them support children's safety and well being effectively.

The management and staff have a clear understanding about the learning and development requirements. Staff carry out detailed observations and assessments on the children, which helps to inform planning of activities around the children's individual needs

and next stages in learning. As a result, staff offer effective support to those children who require it, teaching is good, consistent across the staff team, and helps to promote children's learning and development well.

There are good partnerships with parents and carers. They receive detailed information about children's daily activities and progress, such as through the pre-school's website and parents' evenings where they discuss their child's learning record. Parents contribute to evaluation of the provision, for instance through the use of questionnaires and a suggestion box in the entrance hall. Parents speak highly of the staff, the care provided, the information they receive and how settled their children are at the pre-school. Although the staff have made contact with the other early years settings children attend, they do not share detailed information regularly to enable all adults to contribute effectively to children's learning and development.

Since the last inspection the whole staff team has changed. The new joint managers and staff have worked hard to successfully address the recommendations that were raised at the last inspection. The new team work well together, is highly motivated and its members have high expectations for the children and what they can achieve. They are good role models to children. Staff regularly contribute to evaluating practice. The management team regularly adds to an on-going action plan to keep track of improvements as these are made. This demonstrates a clear drive to improve and provide good quality childcare.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY338938
Local authority	Gloucestershire
Inspection number	834907
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	20
Number of children on roll	13
Name of provider	Kempsford Pre-School Playgroup Committee
Date of previous inspection	06/10/2009
Telephone number	07783032320

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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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