

Kea Preschool

Kea Cp School, Kea, TRURO, Cornwall, TR3 6AY

Inspection date	08/12/2014
Previous inspection date	27/10/2009

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		1
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

- Partnerships with parents, other providers and early years agencies are highly effective and contribute to meeting children's individual needs.
- Children benefit from free use of well-resourced indoor and outdoor play areas. As a result, they can choose their preferred learning environment and engage in a broad and balanced range of very interesting and purposeful activities.
- Staff successfully provide an inclusive environment where children form extremely secure emotional attachments, and rapidly develop their confidence and enthusiasm for learning.
- Children are extremely happy and settled, as staff are very kind and caring. Staff place a high priority on promoting children's health and well-being.

It is not yet outstanding because

- Systems with which to engage parents in supporting children's learning at home are not fully in place.
- There are some missed opportunities to use visual aids effectively, to increase children's awareness of what they could potentially achieve.

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 engaged in discussions with children, parents and staff.
- The inspector viewed the premises, toys and equipment.
- The inspector and manager engaged in a joint observation of an activity.
- The inspector sampled a range of pre-school documentation.
- The inspector observed interactions between staff and children.

Inspector

Jayne Pascoe

Full report

Information about the setting

Kea Pre-School Limited is managed by a voluntary committee. It re-registered as a limited company in 2009 and operates from a building sited within the grounds of Kea CP School. It is situated in the hamlet of Kea, close to the city of Truro, Cornwall. All children share access to a secure, enclosed play area. The premises are fully accessible. There are currently 35 children attending who are within the early years age group, some of whom also attend other early years settings. The pre-school is in receipt of funding for the provision of free early education to children aged two, three and four years old. It currently supports a number of children with learning difficulties and/or disabilities, and who speak English as an additional language. The pre-school is open each weekday from 7.45am until 6pm all year round. There are seven members of staff who work directly with children and one member of staff who is an administrative assistant. All staff working with children hold appropriate early years qualifications to at least level 3. Three members of staff are qualified to degree level and two members of staff have achieved Early Years Professional Status. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- extend children's learning experiences further by increasing strategies with which to engage parents fully in opportunities for shared home learning
- provide additional challenge for children by increasing their awareness of what they could potentially achieve.

Inspection judgements

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

Staff have a very secure understanding of how children learn and develop. They follow effective procedures to get to know children. This helps them to provide interesting, stimulating and appropriately challenging learning experiences. The quality of teaching is good. Staff interact very well to support and encourage children in their play. They provide a wide range of tools and additional materials to enable children to develop their play and subsequently increase learning opportunities. In addition, staff ask open questions and encourage children to consider outcomes for their play. Therefore, staff are successful in promoting children's natural curiosity and inquisitiveness. As a result, children are very keen to learn. Children enthusiastically engage in sensory play with scented dough, make Christmas decorations using clay and glitter, and develop imaginative role play with their

friends. Staff have recently implemented a good range of visual resources to support children's learning. However, this does not include visual images to celebrate children's individual achievements or to encourage them to achieve additional goals.

Staff use effective systems to monitor and assess children's individual progress. Although they share children's assessment records with parents at formal meetings, staff do not always use this information effectively to engage parents fully in opportunities for shared home learning. Children engage in a broad and balanced range of enjoyable and worthwhile activities. This includes good use of the outdoor learning environment, as they regularly explore the school playing field. The pre-school supports children with special educational needs and/or disabilities very well, in partnership with parents and other early years practitioners. In addition, staff ensure that children who speak English as an additional language are fully included, and their home language is valued and celebrated with others. This ensures that all children make good progress in relation to their starting point.

Children are confident learners who eagerly attempt new challenges without fear of failure, as staff are encouraging and supportive. Children concentrate and persevere very well to spell their name and the names of their family members, using magnetic letters. They copy staff as they sound out letters and then use the visual prompt of the written letter, to find the corresponding shape. They carefully form each letter, before sounding out the whole word to check it is correct. Staff reward children's success with high levels of praise. Children's communication and language skills develop well as they engage in ongoing purposeful discussion with staff and other children. They learn to identify and manage their personal care needs, and benefit from plenty of fresh air and physical exercise each day. Children establish strong friendship groups as they share, take turns and cooperate with others to achieve agreed goals. These essential key skills prepare them well for future learning.

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

Children are extremely happy, settled and confident. They enter the pre-school enthusiastically and separate easily from their parents. Children form exceptionally positive and trusting relationships with staff and other children. The key person system is used very well to ensure that children's individual needs are identified, respected and met. As a result, children move very confidently to select favourite toys and resources, and are keen to take responsibility for everyday tasks. They hang up their coat and bag, store their packed lunch in the fridge and tidy away toys after use. In turn, this successfully promotes their independence and reinforces their strong sense of well-being, self-worth and belonging. In addition, staff raise children's awareness of managing everyday risk from trips and falls, and teach them how to manage this effectively. This is because they routinely explain the importance of tidying away toys, tools and materials, and encourage children to move carefully indoors and outdoors. Staff are extremely positive role models, who set very good examples to children. As a result, children behave exceptionally well, are very helpful and are especially kind and considerate to others. Staff are highly attentive to children's needs, which helps children to feel safe and secure. Staff provide

regular opportunities for children to explore and celebrate their own cultures, abilities and beliefs, and those of others, which helps them to develop a very positive respect for people's differences.

The pre-school is organised very well to provide a welcoming, stimulating and enabling environment. Children can find resources easily, as they are stored in low, labelled storage units. Free access to the outdoors encourages children to make independent choices about where they will play. Easy access to toilet and hand washing facilities, coats and a wide range of toys successfully promotes children's growing independence. Children enthusiastically develop ideas for imaginative role play, which encourages them to successfully negotiate and cooperate with their friends. Children are highly creative in their artwork as they paint, draw, make collage and produce wonderful Christmas decorations. They particularly enjoy sensory play as they explore gingerbread-scented dough and salt crystals. Regular opportunities to cook help children to understand weight and measure, and develop their ability to add and subtract. In addition, they observe changes in texture, consistency, aroma and taste. Children follow recipe cards and use a good range of signs, symbols and labels, which help them to develop their literacy skills. In particular, staff liaise extremely effectively with parents, other early years practitioners and associated agencies to support children with special educational needs and/or disabilities. In addition, the positive partnerships established with other providers help children to achieve a very smooth transition onto other early years settings and into school.

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

Staff have a good understanding of the requirements of the Early Years Foundation Stage. This ensures that they successfully promote children's well-being and enable them to make good progress towards the early learning goals. Staff have a good understanding of the local safeguarding procedures and are confident to follow these if required. Recruitment and vetting procedures are robust. Children are supervised appropriately at all times, which helps to promote their safety and security. An effective risk assessment is in place and staff complete daily visual checks on the premises, toys and equipment. Children participate in regular emergency evacuation procedures to develop their familiarity and confidence. Most staff are trained in paediatric first aid, so can treat minor injuries if required.

Staff share a good range of written policies and procedures with parents to agree appropriate practice. They promote children's learning well through carefully planned activities and a balance of child-initiated and adult-led play. Assessment records show that children of all abilities make good progress across all areas of learning. Positive working relationships between staff, parents and other professionals contribute well to meeting children's individual needs. Staff are supported well by the committee. They are encouraged to attend regular training to continually extend and update their knowledge and skills. Regular and effective staff supervision helps to identify appropriate training needs and monitor ongoing suitability. As a result, staff are well qualified, skilful in their ability to teach, and confident in their roles and responsibilities. Systems to monitor and

evaluate the effectiveness of the setting, in order to identify appropriate areas for future improvement, are effective.

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	EY394045
Local authority	Cornwall
Inspection number	986351
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	30
Number of children on roll	35
Name of provider	Kea Preschool Limited
Date of previous inspection	27/10/2009
Telephone number	01872260299

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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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