

# Kingston St Mary Pre-School

Inspection report for early years provision

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EY413524

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**Inspector**

Elaine Douglas

**Setting address**

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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*.

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## Description of the setting

Kingston St Mary Pre-school is run by a parents' committee. It opened at its present location in 2010 and operates from a single storey purpose-built building. Children have access to a secure enclosed outdoor play area. It is situated in the grounds of Kingston St Mary Primary School, on the outskirts of Taunton. The pre-school is open Monday, Tuesday, Wednesday and Friday from 8.45 am to 2.45 pm, and on Thursday from 8.45 am to 12.45 pm, term time only.

The pre-school is registered on the Early Years Register. A maximum of 20 children may attend the group at any one time and there are currently 27 children, aged two and a half years to five years, on roll. There are seven members of staff. The manager holds a level 6 early years qualification and the deputy holds a level 5. Four staff hold a level 3 qualification and one holds a level 2. The manager has recently obtained Early Years Professional Status and the deputy is working towards a level 6 early years qualification. The setting provides funded early education for three and four-year-olds.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff have a good awareness of the Early Years Foundation Stage. They provide very effective interaction to safeguard children's welfare and promote their learning and development. The assessment systems generally support staff in monitoring children's development and plan for the next stages. A good partnership with parents and others means children's individual needs are met and they make good progress. Good access to resources enables children to initiate their own learning through their interests, and most routines promote their independence and challenge the more able children. The good use of self-evaluation helps to ensure most priorities for continuous improvement are identified, to improve outcomes for children.

## What steps need to be taken to improve provision further?

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

- extend the current self-evaluation systems to ensure all areas of the provision are evaluated, in order to identify all priorities for continuous improvement
- develop the use of daily routines, such as snack time, to challenge the older and more able children, and to further promote children's independence
- review the assessment system to ensure consistency amongst key workers and record children's next steps in learning

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

Staff have a good awareness of safeguarding children. Good risk assessments and daily checks are carried out to ensure appropriate equipment is in place and well maintained. For example, a stairgate prevents access to the kitchen and one area of the garden is partitioned off while it is being developed. Mobile phones are left in designated areas, as highlighted in their safeguarding policy. The designated person for safeguarding children has had recent appropriate training. All concerns are recorded and effective procedures are followed; confidentiality is maintained on a need to know basis. A new registration system has been implemented, to ensure ratios are maintained at all times. A good induction programme ensures that staff, and committee members, are clear about their roles and responsibilities, and the good range of safeguarding policies are effectively implemented. Very good security and supervision ensures children remain safe on the premises at all times. Emergency evacuation procedures are both linked to the school and independent to the pre-school, covering many scenarios and identifying any actions for improvement.

The good deployment of resources and staff enables children with different learning styles to develop their interests inside or outside. Good access to their Wellington boots enables them to go outside independently. Resources from the toy library are borrowed to enhance children's play and imagination. The accessibility plan, developed with the governors of the school, identifies all actions required to ensure inclusive access to the premises and information. Staff evaluate activities to ensure inclusion. The purchase of low-level clear containers now enables children to make choices. Children develop independence as they access the child-size toilets and sinks, and help to take care of the resources. However, not all routines challenge the older and more able children, for example snack, which is prepared by staff.

Parents receive good information on the setting. This includes e-mail for parents in the forces overseas. They have good opportunities to be involved in their children's learning. For example, children's interest in the different birds in the pre-school garden was extended, by sending a chart home for them to compare the birds in their own garden. Parents' consultations provide opportunities for information to be exchanged on children's learning and development, as well as informal, verbal, exchanges. The pre-school has close links with the school and other local schools, which aids the transition for children. The verbal exchange of information with other providers, sharing care of the children, ensures consistency and supports their learning and development. An action plan is currently in place to improve the systems. Settling-in procedures are individual to each family and ensure that all parties are happy and confident. Parents comment on their child's key person knowing their child as an individual.

Weekly planning meetings are also used to discuss individual children's needs and identify any staff development. A good system is in place to monitor when training requires updating, for example first aid. Self-evaluation is currently verbal and the good system to evaluate all areas of the provision has yet to be implemented, so

not all priorities for continuous improvement have been identified. However, an action plan is in place to complete this. Parents' feedback is currently sought through a suggestion box. This is acted on and reported back to parents through the newsletter. For example, a request for hot meals has resulted in further questionnaires to go out to all parents, to seek their opinions. Senior staff attend cluster meetings and seek support to share good practice. Since the registration of the pre-school the individual needs form has been developed, to provide greater information on children's initial starting points. This ensures that staff can meet children's individual needs and can plan for their development through informed information. Home visits are planned to further enhance this and demonstrates continuous improvement.

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

Children are motivated to learn and excitedly talk about going to school in September. This supports their skills for the future. They are happy and settled and staff use suitable systems to gain their attention, such as ringing sleigh bells and putting their hands on their head. Children understand expectations and are generally well behaved. They are encouraged to talk about their feelings and think about how others may feel. Older and more able children play well together taking turns and sharing, as they match colours and shapes. They get involved in fundraising for the group and for children in need. Positive attitudes and a range of resources promote children's awareness of peoples differences. Children keep their belongings in their named baskets, which promotes their sense of belonging. Good access to resources and impromptu situations promote children's literacy skills. One of the youngest children finds a paint brush in the sink. They describe the marks they make and notice the glitter. One child uses chalks in the garden and spontaneously sings ' Round and Round The Garden' as they draw circles. Children enjoy a range of books individually and in groups. They listen attentively and respond to questions. They use puppets in the theatre to tell their own stories and are confident communicators. For example, they describe how their tadpoles are going to grow legs and become frogs.

Staff provide very good interaction and extend children's thinking and vocabulary. For example, they ask children, who are pretending to go on a journey, about their own experiences, such as going to the beach and going ice-skating. They challenge children's thinking. For example, one member of staff asks children what happens when you look through binoculars, children respond by saying they can see far away things bigger. They support children in noticing similarities and differences, and comparisons, such as the size of the leaf compared to an ant. Circle Time is used for children to welcome each other, using some sign language. Children learn the days of the week, and older and more able children understand the concept of today, tomorrow and yesterday. Staff give clear instructions and then give children good opportunities to use trial and error to complete tasks, for example using programmable toys. Staff make regular observations of the children and use these to effectively plan for their next stages of development. Very

effective use is made of children's interests to promote their learning, for example a Spiderman matching game. This means, all children make good progress. A new assessment system has been implemented and includes photographs, which makes them individual to each child. However, there are inconsistencies in the assessment systems between the different key workers and not all children's next steps are not recorded.

Staff provide good role models and consequently children develop a good awareness of safe and healthy practices. Children wash their hands before eating and after using the toilet. Staff monitor this to ensure that they use soap and wash their hands thoroughly. Children wearing nappies are protected from cross contamination through good procedures. Snack, lunchtime and cooking activities are used to promote children's awareness of healthy eating. Parents are provided with leaflets and information on providing a healthy packed lunch. Children have daily opportunities to be outside and enjoy physical exercise. Children develop a good awareness of safeguarding themselves through the correct use of equipment, becoming aware of road safety, strangers and safe adults, and learning about their own body.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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