

Kemerton Early Years and Forest School C.I.C

Victoria Hall, Kemerton, Tewkesbury, Worcestershire, GL20 7HP



Inspection date	7 October 2016
Previous inspection date	24 June 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Improvements have been made since the last inspection. Staff use children's interests to plan relevant activities that support them to make good progress in their development.
- Children form strong bonds with staff. Genuinely caring staff praise children for their achievements. This helps to promote children's confidence and emotional well-being.
- Partnerships with parents are good. They are extremely pleased with the pre-school and are pleased with the care and education provided for their children. Information about children's progress is regularly shared with parents. This enables parents to continue supporting their children's learning at home.
- Managers have developed good links with the schools children move on to. They share information well and take children to special events hosted by the schools. This helps to prepare children for their eventual move to school.
- Managers and staff are extremely passionate about the service they provide. They are ambitious and reflective and work well with other professionals to continually identify areas that can be further enhanced.

It is not yet outstanding because:

- Although managers monitor the quality of teaching, they do not use what they learn from this to help staff build further on their good practice.
- Staff do not always identify ambitious enough next steps for children's learning in order to help them achieve at the very highest level.

What the setting needs to do to improve further

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

- look more closely at the impact of teaching and use this information to help staff build further on their skills and increase the potential to achieve excellent outcomes for all children
- focus more on promoting ambitious next steps for children's learning to help them to reach the highest possible level of development.

Inspection activities

- The inspector observed the quality of teaching in a range of learning activities during activities indoors and assessed the impact this has on children's learning.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector completed a joint observation with the manager.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Amanda Tompkin

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff are trained in child protection. They have a secure understanding of the procedures to follow if they have any concerns about a child. Robust recruitment procedures are followed. All staff and committee members are checked for their suitability for their roles. Staff benefit from regular training and are supported well to increase their skills and knowledge. This has a positive impact on the outcomes for children. Managers and staff monitor children's development effectively. This enables them to identify and respond to any gaps in their learning.

Quality of teaching, learning and assessment is good

Staff are beginning to gather important information from parents when children first start at the pre-school. They regularly update this information to ensure that the activities planned for children continue to meet their individual needs. Teaching is strong because staff engage with children's play effectively. For example, when children ask for purple paint during a painting activity, staff skilfully support them to experiment and mix primary colours together to achieve their aim. Children show great delight as they see the purple colour emerging as they mix the paints. Good communication and information sharing with other professionals helps to support all children, including those who have special educational needs or disability and children who speak English as an additional language. Children's communication and language skills are promoted well. Staff engage children in conversations throughout the day, taking the time to listen and value the children's responses.

Personal development, behaviour and welfare are good

Children's physical skills are supported well. They benefit from being able to spend time in the garden throughout the day. They also enjoy Forest School activities on a weekly basis. Staff help to promote children's small-muscle skills. They plan activities for children to practise using scissors and mark-making equipment. Children's health is supported well. The staff remind the children of the importance of good handwashing routines and encourage them to bring in fruit to share with their friends during snack time. Mealtimes are sociable occasions. Staff sit with children as they eat their packed lunch. Special events, such as birthdays are celebrated as a group. This helps to create a warm, welcoming and friendly atmosphere within the pre-school. Children's behaviour is good. Staff gently remind children of the need to be kind and considerate towards others.

Outcomes for children are good

Children are eager to learn and show good levels of concentration during group activities. Children enjoy exploring books and actively take part in the activities provided to develop their understanding of letters and sounds. This gives children a good foundation to developing their early reading skills. Children listen to instructions well and help to carry out small tasks, such as washing their plate after lunchtime. All children, including those in receipt of funding, make good progress in their learning and are developing the key skills they need to support them with their move to school.

Setting details

Unique reference number	EY439205
Local authority	Worcestershire
Inspection number	1056131
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	22
Number of children on roll	36
Name of registered person	Kemerton Early Years & Forest School C.I.C
Registered person unique reference number	RP908357
Date of previous inspection	24 June 2016
Telephone number	01386 725697

Kemerton Early Years and Forest School C.I.C was registered in 2012. The pre-school employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 2, 3 or 4. The pre-school opens Monday to Friday during term time only. Sessions are from 9am until 3pm on Thursday and from 8.30am until 3pm on Monday, Tuesday, Wednesday and Friday. On Thursdays, the pre-school provides Forest School sessions in the morning. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children who have special educational needs or disability.

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