



Kirtlington Pre-School

Inspection report for early years provision

Unique Reference Number	EY293057
Inspection date	15 May 2006
Inspector	Jan Leo
Setting Address	Kirtlington C of E Primary School, Heyford Road, Kirtlington, Kidlington, Oxfordshire, OX5 3HL
Telephone number	01869 350210
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Registered person	Kirtlington Pre School
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Kirtlington Pre-School was first established in 1989 and is a voluntary group managed by a committee of parents and carers. It registered at its current location in 2004 and now operates as a Partnership Foundation Stage Unit within the village primary school. The unit opens every weekday, from 08.45 until 15.00 during school term times, and children attend for a variety of sessions. A maximum of 30 children from two to under five years may attend at any one time. There are currently 27

children on roll, of whom 26 are in receipt of nursery education funding. The intake of children comes from the village of Kirtlington and the surrounding rural communities.

Children use a designated classroom for indoor activities and they have access to a secure outdoor area which is part covered to allow use all year round.

A qualified teacher, employed by the local education authority, manages the unit. The pre-school employs two members of staff and a lunch time supervisor. Additional adult support is provided by a parent helper rota. Two staff have, or are currently studying for, an appropriate early years qualification to level 3 or above. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because they play in a clean environment, have frequent opportunities to benefit from fresh air and exercise, and eat nutritious snacks to sustain them throughout the day. The children wash their hands independently from an early age, in order to avoid the spread of germs, but some need a reminder, which is not always forthcoming. They learn to keep themselves comfortable by putting on coats and boots for outdoor play, which is encouraged regularly throughout the day. The all weather surface and roof cover allows children to play out in all conditions giving them a change of scene and time to develop their physical skills in the open air. Children use challenging equipment such as a 'pedallator' to develop their strength and co-ordination and have fun riding tricycles and balancing on beams. Children have free access to drinking water and some help themselves confidently to quench their thirst after running around. They sit in small groups to eat snacks of fruit and milk, choosing their favourite fruit from several options. Staff treat sick and injured children appropriately but they only record accidents resulting in injury.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in a well organised environment with space for safe floor play and a range of tabletop activities within the main room. Children move round from one activity to another without risk of collision, displaying good spatial awareness. The writing and painting areas are out of sight of staff for much of the time, but all adults are fully aware of what each child is doing and they supervise from a distance to avoid impeding children's independence. Children learn to protect themselves, and others, from injury because the staff give gentle reminders of how to play safely. The resources are robust and in sound condition to avoid injury. Many live in boxes at low level to enable children to access them safely with little or no help. Children practise fire drills regularly to make sure they know how to evacuate the building in an emergency, and staff protect them from hazards by continually monitoring and revising practice. Staff have a good understanding of child protection issues, and the

referral process, should they have concerns about a child's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive happily and settle quickly. They choose what to do from a wide range of activities, showing enthusiasm in everything around them. Children mix well, regardless of age or gender, and they share ideas freely to successfully develop their own games.

Nursery education.

The quality of teaching and learning is good. All children learn through free play and well planned practical activities. Staff support the children and join in their games to develop ideas and extend challenges to suit the individual. Children have choices, not only deciding what to do from pre-selected activities, but by offering ideas and voting on what to make in creative play. Staff link learning to ensure it is relevant, with the number of votes recorded to help number recognition, discussion about which is the largest number, and children agreeing the winning idea fairly. Those who want to join the activity decide on what resources they need, and they add finishing touches while developing their individual creative freedom. Children learn to feel important because they have regular opportunities to tell the group about special toys and experiences, and all have the time they need to find what they want to say. Staff like everyone to sit quietly to listen, but some children find circle time too long and they lose concentration before everyone has given their news.

All children are very sociable, growing in confidence, and eager to learn. Young children receive the support they need to help them join in and feel part of the group, and they willingly seek reassurance from adults when feeling less secure. Children play with different groups of friends throughout the day and only occasionally squabble over resources. They share ideas freely, suggesting what others might say in role-play games, and most contribute evenly. The majority of children speak clearly and confidently in both small and large groups. They all enjoy books and some understand how to use reference material to find out more about things that interest them. Mark making equipment is freely available for children to use and some children form recognisable letters. The 'post office' area is out of clear sight in a corner, which results in it being empty for lengthy periods. Children use numbers in some practical activities and develop understanding of mathematical language through the 'words of the week'. Staff reinforce number work on a slightly ad hoc basis in free play and children have few opportunities to calculate during their daily routine.

Children learn about their local environment and the wider world through interesting topic work. They talk to the group about the universe and monkey-puzzle trees, sharing what they know and find interesting. Staff adapt the planned activities to take account of newfound interests and they encourage children to increase their knowledge using reference books with friends. Children competently use modern technology and play equipment to reflect modern life. Some successfully help each other on the computer, while others sit alone using headphones to listen to tapes.

The children talk about their home life and follow a daily routine to learn more about time and place. Children regularly play outdoors, building obstacle courses, riding tricycles and rolling tyres along the ground. They move skilfully in a variety of ways and all are well co-ordinated. Staff plan the outdoor area well to ensure learning continues outside. As a result, children develop both gross and fine motor movements using a range of equipment, which provides appropriate challenges. Children's creative talents flourish because they choose what equipment to use to make models from their own ideas. They have opportunities to handle a variety of media and they have freedom to use resources for their own purpose. Children create their own role-play games successfully including anyone who wants to join in. They enjoy music and action songs, accurately copying a rhythm beaten out by staff, and singing enthusiastically, correctly recalling the words from several songs.

Helping children make a positive contribution

The provision is good.

Spiritual, moral, social and cultural development is fostered. Each child feels special because the staff show great interest in them as individuals. All have time to share information about their home life and special events to help the group learn about diversity. Staff include fairness and consideration when planning activities and as a result, all children join in fully, mix well and play harmoniously together. Staff constantly adapt activities to suit those who are present and willingly seek additional support for any with special needs. Children behave very well for the majority of the time, with only an occasional disagreement when children are tired. They display a strong sense of right and wrong, by telling staff if something is unjust, and they learn the consequence of their actions to understand the need for rules. The partnership with parents and carers is good. Staff use a helper rota to provide parents and carers with an opportunity to learn more about their children's day, and families value this as a means of sharing in their children's learning. A comprehensive folder of policies is readily available in the classroom, along with a copy for adults to take home to scrutinise. Children's progress records are available on request. Parents and carers feel welcome because the staff greet them on arrival, give clear instructions about their duties as helpers, and are always available for private appointments to discuss children's progress confidentially. Staff hand children over to parents waiting outside at collection. Whilst being an effective way of monitoring who is leaving, it prevents parents from seeing what children have done during the session and restricts the interest they can show in their children's achievements.

Organisation

The organisation is satisfactory.

The setting meets the needs of the range of children for whom it provides. The general organisation of the care aspect of the provision is satisfactory. Staff plan a varied programme to suit those attending, and support children well to ensure they enjoy their day and settle quickly. Most of the documentation, required by regulation, is in place but some is not concise making the detail difficult to decipher. Staff do not routinely keep the lunch and helper records for the required length of time and some

entries in the daybook do not have a clear date. This compromises the effectiveness of children's care arrangements.

Nursery Education.

The leadership and management of the provision are good. Staff lead organised activities effectively by completing detailed planning in advance, ensuring the aims of activities are clear, and providing helpers with information on how to achieve the desired learning outcome. Staff review the room layout regularly to improve effectiveness of the teaching, and they work well together as a partnership with the foundation unit of the school, to deliver a stimulating curriculum. Staff feel well supported by the committee because they have comprehensive policies and practice documents to follow to ensure consistency. The committee monitors practice by drop in visits and through helping at the provision, and they support ongoing training to help staff continue their personal development and raise standards for the children.

Improvements since the last inspection

Not applicable (care).

This is the first care inspection since moving to the school site, but the group had a nursery education inspection in 2005. There were no significant weaknesses identified at that inspection, but the provision was asked to improve opportunities for children to self-select resources, ensuring that equipment was clearly labelled with words and pictures.

Most equipment is stored in boxes at varying levels and children get items out for themselves when safe to do so. Children are now asked which resources they need to complete some tasks and staff then provide those that are difficult for children to reach. Children know where equipment lives because the majority of boxes have both words and picture labels. This labelling process is ongoing and staff continue to search for suitable pictures showing clear images of their resources.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve documentation by keeping a record of all accidents; ensuring attendance information clearly shows which staff, helpers and children are present at any time; and fully dating all records

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- reduce the length of time children are expected to sit and listen during circle time
- actively promote mathematical development by ensuring children are consistently encouraged to count and calculate

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