



Kirkstall St Stephens Pre-School

Inspection report for early years provision

Unique Reference Number	EY246034
Inspection date	09 November 2006
Inspector	Ann Webb
Setting Address	Kirkstall St. Stephens C of E School, Morris Lane, Leeds, West Yorkshire, LS5 3JD
Telephone number	0113 2144630
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Registered person	Kirkstall St Stephens Pre-School
Type of inspection	Integrated
Type of care	Sessional 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?

Kirkstall St Stephens Pre-school has been registered since September 2002. It operates from a classroom in Kirkstall St Stephens C of E Primary School, which is situated in the Kirkstall area of Leeds. A maximum of 26 children may attend the pre-school at any one time. The pre-school is open each weekday from 09:00 until 12:00 term time only.

There are currently 35 children aged from two to five years old on roll. Of these 18 three-year-old children receive funding for nursery education. Children come from the local and surrounding areas. The pre-school supports children with learning difficulties and disabilities and currently supports children who speak English as an additional language.

The pre-school employs five staff. Three of the staff including the manager hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

There are good opportunities for the children to learn about being healthy. For example, they have a healthy choice of fruit and vegetables at snack time and enjoy cheese with crackers, carrot sticks and cucumber. When they are thirsty they can help themselves to drinks of water and milk. During planned activities the children are involved in the preparation of fruit for kebabs and a fruit salad. Additionally the children see posters with images of healthy ingredients and talk about good foods with the staff.

The children exercise and enjoy being in the fresh air each day. They confidently use the trampoline to jump and bounce and dig and build in the sand pit. They participate enthusiastically in organised ring games, such as farmer-in-his-den and enjoy running around with their friends. Indoors there is sufficient floor space for the children to stretch out with construction toys and to join in with action songs, for example when playing Simon says they stand up, sit down and turn around.

The children have a good understanding of the importance of personal hygiene. They know that they need to wash their hands after visiting the toilet and before they have their snack. The staff also explain to children that it is important to wash hands after handling the tortoise. The staff are good role models and ensure that they maintain a high level of hygiene. For example, they wash tables before the children have a snack, remind children to wipe their noses and keep all areas clean.

The children's health and well being is further promoted through a clear sickness policy and the management of children's illnesses. For example, children with an infectious illness are required to stay away from the setting.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The children are cared for in a safe and secure environment where potential risks are minimized effectively by the staff. For example written risk assessments are completed for indoors and outdoors, hazardous materials are inaccessible and activities and resources are suitable for the ages of the children. Additionally the premises are secure and children are unable to leave unattended. The system used to monitor visitors to the setting is consistently managed by the staff with accurate details of when staff and children are present.

The children are encouraged to contribute toward their own safety through rehearsing emergency evacuations and practicing the green cross code. The staff talk to the children about safety issues and during the celebration of bonfire and firework night they discuss fire safety, additionally, a visit from the fire department further enhances the children's understanding of personal safety. The staff supervise the children well and gently remind them about not running and pushing.

Resources and equipment are safe and suitable for the ages of the children, they are presented well and the children are able to access toys independently. For example, furniture is child sized with low tables, chairs and shelving which enables the children to choose and help themselves to equipment, such as books, games and construction.

The staff have a clear understanding of the Local Safeguarding Children Board procedures, for example, there is a child protection coordinator, a written child protection procedure and easily accessible contact details for child protection agencies. The children's safety is further promoted through clear medication and accident details, a first aid box and staff trained to administer first aid.

Helping children achieve well and enjoy what they do

The provision is good.

The children play with a very good range of toys and resources, for example a good selection of books which are well presented, construction resources, such as train and car tracks, water and sand play, painting and craft activities, dressing up and role play. The children enjoy self chosen and focused adult led activities and are keen to talk about the activities they enjoy.

Good relationships are developed between the staff and the children, they enjoy each others company and are beginning to understand about negotiating, sharing and taking turns with their friends. The children are becoming confident and during song time some children are able to sing alone and perform I can sing a rainbow remembering most of the words.

The children's creativity is developed through good opportunities to experiment with paint and craft materials, they successfully use scissors, glue spreaders and modelling tools to effect changes and textures. During role-play the children wear costumes, assume roles, dress the dolls and feed them with feeding bottles. Some children enjoy playing together in small groups constructing garages for their cars while other children are happy to play alone with a train and track. The staff spend time with the children listening and talking with them, consequently the children are happy and settled in their environment.

Nursery Education.

The quality of teaching and learning is good. The staff have positive interaction with the children and give them praise and encouragement for their efforts and achievements. The staff have a good understanding of the foundation Stage and plan a varied and interesting range of activities which are themed and focused around seasonal changes, events and children's choices. Key worker staff observe the children and record their progress in individual development profiles. The information gathered from observations is used successfully to plan for the next steps in children's learning. Resources are effectively organised, interestingly presented, and support children's learning in all areas.

The children are appropriately developing their social skills, for example, they are beginning to understand about sharing and taking turns when playing together with their friends. They are settled within the group and separate from their carers with support of the staff. They are interested in all the activities provided and eager to participate in all areas. All the children are

developing concentration skills, they listen to the staff and with support they are able to follow simple instructions. They behave well and are beginning to understand what is expected of them. They contribute toward the routines of the group and join in at circle and song time.

Some older and more able children are able to form recognisable letters and make good attempts to write their names, some children can recognise their written name. The younger children make marks for a purpose using marker pens and pencils to draw lines and circles, most children can draw images of themselves. The children are confident to speak to each other and with adults, they are able to make their needs known and are able to ask for what they want. They know where resources are stored and make independent choices from a good range of activities.

The children are beginning to develop an interest in early number, they make good attempts to count following staff example, they join in with number songs and rhymes and use their fingers to represent numbers. All children take an interest in shape, some children can match shapes in puzzles and can describe simple terms for size, for example, little, big and small. They are interested and curious about the living world, commenting on the weather and examining the tortoise with wonder. They are beginning to understand how things grow and plant bulbs in pots, saying that they will flower.

During creative activities the children experiment with paint, glue, glitter, modelling material and dough, they create their own firework and Autumn pictures, join boxes together to make models and cut and shape dough with rollers and cutters. The children enjoy being outdoors and use large physical equipment confidently. They are able to jump, run, kick balls, jump on the trampoline and mount steps with increasing control and purpose. They are aware of their own space and the space of others taking care when moving around furniture and equipment.

Helping children make a positive contribution

The provision is good.

The children have good opportunities to learn about their local and wider community. For example, they visit the local church for Easter celebrations and take part in the annual local festival. Additionally they access resources which reflect a positive image of race, gender and disability, such as books, puzzles, dressing up clothes and small world figures. Through the celebration of a variety of festivals, such as Diwali, Eid and Christmas they learn effectively about their own traditions and those of others. Their social, moral, spiritual and cultural development is effectively fostered.

The setting effectively supports children with learning difficulties and disabilities and children with English as an additional language. For example, there is a designated coordinator whose role is to liaise with parents, children, staff and other professionals to ensure that individual care and learning needs are met. The staff ensure that all the children are fully included in all the activities.

The children behave generally well. New children to the setting are beginning to understand the expectations of the group, for example, sharing and taking turns. The staff are clearly focused in their approach and use effective strategies to help the children listen, concentrate and share. For example, when children sit together for circle-time they are encouraged to talk

to the group and to listen to each other. The staff reinforce good behaviour with praise and encouragement, consequently the children are learning appropriately about their boundaries and what is expected of them.

The children are happy and settled in their surroundings and form positive relationships with their peers and with adults. They are becoming increasingly independent and contribute effectively to their own care needs, such as washing hands, putting on and taking off clothing and helping themselves to drinks. However at snack time the staff hand out the fruit and cheese biscuits which limits the children's independent choice.

Partnership with parents and carers is good and they receive a good amount of information regarding all aspects of the setting and the children's care and progress. For example, they sign accident and medication records, supply details of children's health history and individual needs and access their child's development records if they wish. Additionally the staff informally exchange information at the beginning and end of each session. All policies and procedures are available for parents and a notice board displays current information. Parents are welcomed into the group to settle new children and are encouraged to take part in fundraising events, management committee roles and as parent helpers. However there are limited practical ways for parents to be fully involved in their children's learning.

Organisation

The organisation is good.

The leadership and management of the setting is good. The environment for children is warm, welcoming and well organised. The children are cared for by a good level of qualified and experienced staff who are committed to their role and to improving child care and education. For example they attend training courses, such as Birth to three matters, Foundation Stage, first aid and inclusion.

All the required records and documents are in place, for example, registration details and written parental consent details. These records are stored confidentially and securely. The setting has written policies and procedures which cover all aspects of the organisation and its practice and these are available for all parents.

There is a robust system to ensure that the staff working with the children are suitable to do so, for example, background checks are carried out, references are taken and qualifications are checked. Adult-child ratios are maintained at all times which ensures that the children receive good levels of adult support. Overall the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Care.

At the last inspection the group were asked to ensure that children have access to drinks throughout the session, to encourage and promote children's independence. The children are

now able to help themselves to drinks of water and milk at snack time and throughout the session if they wish. This further promotes the health and well being of the children.

Nursery Education.

At the last inspection the group were asked to consider the organisation of the creative area to enable the children to access arts and crafts independently. This area continues to provide a choice of art and craft activities which are focused and adult led and also offer the children a self chosen activity.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaint 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):

- provide opportunities for the children to practice their independence skills with regard to snack time.

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):

- develop opportunities for parents to be involved in their children's learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk