



Kimberley Pre-School Playgroup

Inspection report for early years provision

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Inspector Sheena Gibson

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Registered person Kimberley Pre-School Playgroup
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

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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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Kimberley Pre-school Playgroup registered in 1968. It operates from a community building on the outskirts of the Kimberley, Nottinghamshire, close to shops and on a bus route. The setting opens during term time on Monday to Fridays 09:30 until 12:00 and Monday to Thursday 12:30 until 15:00. It caters for children from the local area who attend for a variety of sessions.

The children have access to two halls and an outdoor play area. The setting is

registered to care for 26 children under the age of eight years at any one time. There are currently 33 children on roll; of these 24 receive the early years education funding. There are currently no children on roll who have a learning difficulty or disability. The setting supports one child who speaks English as an additional language.

There are seven part-time staff who work with the children, of whom five hold relevant child care qualifications. All staff access appropriate training courses. The playgroup is a member of the Pre-School Learning Alliance and receives support from the Local Education Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is generally well supported because staff use appropriate practice with regard to health and hygiene procedures. Although the carpets in the playroom are dirty, the environment is generally clean and toilets used by children are regularly checked. Plastic covers are used for snack tables that can easily be wiped for hygiene purposes. Children wash their hands before eating snack and after visiting the toilet. Pictures that are displayed in the toilet remind children of the importance of hand washing and help them to understand simple good health and hygiene practices. The risk of infection is minimised and the health of children suitably maintained as those who have infectious illnesses are excluded from the setting; the sick child policy is shared with parents. Children receive appropriate care when they have an accident or become ill. All staff have appropriate paediatric first aid training and record keeping for medication and accidents is effective.

Children are suitably nourished and healthy eating is promoted. Staff are aware of children's particular dietary requirements, which are given due consideration. Children can independently quench their thirst because they mostly bring drinks with them from home in sports cups, although sometimes children share these, which can result in germs spreading. Children are encouraged to eat healthily through discussion with staff; they are offered suitable snacks of toast, raisins and apples.

Children have daily opportunities to be active. They enjoy the playground area and on 'wet play' days they have access to a large indoor area for physical play. Equipment and activities are available that help to develop their physical skills, although sometimes these are not sufficiently challenging and therefore older and more able children are not getting the maximum benefit from physical activities. Most children are able to negotiate their way around an area and around objects when using the bicycles or running. They use equipment to learn balance and climbing, all of which promotes large muscle development. A penalty shoot out game during the world cup encourages positive activity and fitness whilst having fun. Their small muscle skills are suitably developed through daily opportunities to use pencils, crayons, and handling a range of tools such as scissors, sticky tape dispensers and small paint brushes.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in an environment, which helps them to feel secure and comfortable. For example, staff greet the children when they arrive and give them plenty of attention. Toys and activities are placed out prior to children arriving, which encourages them to immediately begin to play. The play room is welcoming to children and parents with displays of topics and children's work on boards around the hall. Space is sufficient for the number of children and it is suitably organised to provide different areas for different activities. For example, a carpet area is available for children to sit on and look at books. Children use suitable equipment that is in reasonable condition. Staff check equipment on a regular basis, ensuring that it remains safe for children to use. A range of activities is placed out for children to enable their independence to develop through making choices.

Detailed risk assessments are completed and regularly reviewed by staff with notes made on minimising risks. For example, comments are made regarding staff not carrying hot drinks. Additional safety checklists are carried out on a daily basis with regard to checking the building and equipment. The security of the external doors is effective although children can move into the corridor of the building, sometimes unknown to staff. Children's safety is well maintained through effective fire procedures that are in place and regularly practised with children. Staff are aware of the indicators of child abuse and a policy explains their obligations to parents. They are sufficiently confident about the procedures that they would follow if they have a concern to ensure children's continued well-being.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children benefit from staff taking time to get to know them well. They are generally happy and most settle quickly. They enjoy participating in a suitable range of activities that stimulate their learning, such as puzzles, construction materials, imaginative play and books. They are confident and are beginning to develop negotiation skills. They enjoy playing with their peers and also on their own. They show natural curiosity and are keen to find out about, and question visitors. Children benefit from a close relationship with staff and will confidently approach them for support. The setting has begun to implement the Birth to three matters framework, further supporting the progress and development for children under 3 years.

The quality of teaching and learning is satisfactory. Most staff have a sound knowledge of the Foundation Stage and also understand some of the different ways children learn. Therefore, children make satisfactory progress towards the early learning goals. Planning links to the stepping stones this shows that children have the opportunity to access a curriculum that covers the six areas of learning over a period of time. However, some aspects of the areas of learning are covered infrequently and learning intentions are not always clear. As a result some activities lack sufficient challenge for children and staff are not always clear of the intended learning objective. Assessment of children is adequate and considers areas where

children need to consolidate skills or where they are to progress to. Some staff use a range of methods to support children's learning, such as modelling. There is a combination of incidental learning and structure, which supports children's learning as, in some areas, they consolidate their learning through play. However, some activities lack staff guidance and therefore children do not gain the maximum benefit from them.

Children concentrate for a period of time when carrying out a focussed activity and most do when listening to a story. Positive steps are taken that support children's independence skills, such as helping to serve the toast at snack and they confidently manage their own personal needs. Children play together and form small friendship groups, where they enjoy playing 'shop' or making food in the home corner. Staff use meaningful praise and encouragement to promote positive behaviour and most children behave well. Some children wander around and are not sufficiently stimulated or challenged by the free play activities. A few children's behaviour is poor and can be disruptive to the group; methods used by staff to manage this are not always successful.

Some children speak well and have a good range of vocabulary. They communicate with others, organise play and express their feelings. They enjoy listening to stories and enthusiastically join in at familiar points. They enjoy telling stories to each other and, for example pretend to read a book, modelling staff behaviour by moving their finger across the page. Some children are beginning to successfully be able to link sounds to letters. More able children can write their own names and explore mark making and writing for a variety of purposes. For example, they make shopping lists in the home corner and write out orders at the 'travel agent'. Most children can count to five by rote and some can recognise several numbers and count ably to ten. They know the names of many colours and common shapes and use some mathematical language in play, such as halves, quarters, heavy and light. Staff discuss how children learn about basic calculation, although this is not obvious in practice. Children use everyday technology and knowledgeably use buttons on pretend phones and tills.

Children show interest in exploring media whilst carrying out a range of craft activities, such as, painting and kite making. They discover and use their senses through the use of different textures used during activities, such as rice used for collage, corn flour in the water tray and food tasting. They enjoy developing their own ideas when painting and through imaginative play. Their physical skills are suitably promoted as they capably use tools, such as scissors, rolling pins and dough cutters. They enjoy playing with balls, hoops and on bikes, supporting their co-ordination and balance and have some opportunities to further their skills when using a small climbing frame.

Helping children make a positive contribution

The provision is satisfactory.

All children are welcomed and suitably included in the life of the setting and as a result they are able to feel settled and confident. Most children's individual needs are

effectively met and they receive consistent care, because staff gather information from parents to find out about their needs and preferences. There are displays of the children's work around the setting which promotes a sense of belonging. They develop an understanding of the wider world through a satisfactory range of resources and activities, such as play people of different cultures and abilities, books and the celebration of different religious festivals. Staff use appropriate language to further aid their understanding, such as 'fire fighter' rather than 'fireman'. Appropriate systems are in place to support children who have a learning difficulty or disability. The setting has a designated special educational needs co-ordinator who has accessed relevant training. The regular monitoring of children ensures that any difficulties are identified and discussed with parents.

Children's self esteem is well fostered, staff regularly praise and encourage them; stickers are also available. Children are encouraged to understand responsible behaviour. A list of play group rules is displayed in the room and children are gently reminded of this at circle time. They can communicate that they should share and take turns, although this does not always happen in practice and some children's behaviour deteriorates despite the best attempts of the staff. Staff provide good role models as they demonstrate what is expected of children, for example, saying please and thank you. They speak respectfully to all children and each other throughout the session. Children are supported by the positive, informal relationship between their parents and the staff. A parent's prospectus is available that offers information about the setting; regular verbal and some written information is shared with parents about their child's time at the setting. This approach ensures that the children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers of children who receive nursery education is satisfactory. Parents receive some initial information about the Foundation Stage curriculum within the parent prospectus. Parents are involved in initial assessments of their children, supporting the staff in understanding children's starting point. Staff share regular verbal exchanges of information with parents regarding the children's abilities and are offered some limited but useful information regarding how they can support their child's learning at home. Assessment books are taken home by parents on a regular basis and although no formal arrangement is made to discuss children's progress, parents are aware that they can speak to their child's key worker at an agreed time.

Organisation

The organisation is satisfactory.

Children's welfare is suitably supported as they are cared for by a staff team that have been subject to appropriate Criminal Records Bureau checks. Suitable qualifications and experience of staff mean that they have a sound understanding of the development and care of children. The systems in place for staff recruitment are adequate, although require some updating. The staff team are well established. This provides security for children and parents, as families are often very familiar to the setting and are able to feel very comfortable approaching staff. The adult to child ratio positively supports children's care. Key worker groups have been established for

continuity of care and to enable children to feel comfortable. However, staff are not always deployed effectively, which sometimes impacts upon children's play and learning. Policies and procedures generally work in practice to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution. All regulatory documentation is in place and available for the inspection. Staff have a sound understanding of confidentiality that ensures children's privacy. Overall the setting meets the needs of the range of the children for whom it provides.

The leadership and management for nursery education is satisfactory. The settings supervisors view their role as co-workers and work well within the staff team. They receive support from the Local Authority early years specialist teacher and take heed of her advice. They draw up detailed self evaluations and actions plans, showing their commitment to improve practice. There are systems in place for monitoring staff's practice. However, this is not always effective, which sometimes impacts on the planning and implementation of the activities. Regular staff meetings are used to discuss plans and practice issues, which helps with the quality and consistency of the early years education.

Improvements since the last inspection

At the last Children Act inspection the provider was given recommendations around: reviewing the organisation and systems of grouping children at times during the session to ensure that large group activities such as register, story and singing/music times, meet all children's needs and provide sufficient challenge for older, more able children; making more use of available space and resources both indoors and outdoors to provide more variety and increased opportunities for large physical play; developing staff's skills and confidence in using effective strategies to manage children's behaviour, encouraging children to consider the impact of their behaviour on others. The setting has taken positive steps to address these and this supports children's well-being. Behaviour management still requires further improvement and is therefore a recommendation in this inspection.

At the last nursery education inspection the provider was given key issues around: reviewing and improving the planning of focused activities, identifying clear learning intentions and how these can be adapted for children's varying abilities; implementing a rigorous monitoring system to ensure all areas of learning are equally covered over a period of time; implementing fully and monitor the new system of assessing children's development and ensure they show progress towards the early learning goals; developing staff skills of using the information gained to inform future planning enabling all children to make progress; making more use of role play, routines and practical free play activities to promote mathematical development and increased opportunities for children to attempt early writing skills. The setting has worked hard at improving systems, which benefits the overall quality of early years education that children receive. However, there are areas within the above key issues that still require some further development and form part of the recommendations for this inspection.

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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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):

- positively promote children's good health through ensuring that the environment, in reference to the carpets, is clean and that children do not share drinks
- make sure that children stay safe through ensuring that their whereabouts is appropriately monitored so that staff know where they are at all times
- consider the methods used for behaviour management to ensure that children who display negative behaviour do not have a detrimental impact on the other children
- consider how staff are deployed to ensure that children receive sufficient, effective guidance and support to enable them to get maximum benefit from activities.

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):

- review how activities are organised to gain a balance between child led activities and adult guided activities
- review planning to ensure that all six areas of learning are given an equal emphasis and that all aspects of learning within the six area are covered frequently; identifying clear learning intentions and ensuring that activities are sufficiently challenging for all children
- consider how you monitor and evaluate staff's practice to ensure that they are planning and implementing activities effectively.

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