



# Kegworth Village Hall Pre-School

Inspection report for early years provision

<b>Unique Reference Number</b>	226222
<b>Inspection date</b>	28 November 2006
<b>Inspector</b>	Lynn Dent
<b>Setting Address</b>	Kegworth Village Hall, Nottingham Road Kegworth, Derby, Derbyshire, DE74 2EH
<b>Telephone number</b>	0779 0327779
<b>E-mail</b>	debbie@d-gmoody.wanadoo.co.uk
<b>Registered person</b>	Kegworth Village Hall Pre-School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

Kegworth Village Hall Pre-School is committee run. It opened in 1983 and operates from three rooms in the village hall in Kegworth in Leicestershire. A maximum of 24 children may attend the pre-school at any one time. The pre-school is open each weekday from 9.15 to 12.15 for 38 weeks of the year.

There are currently 16 children from two years to under five years on roll. Of these, 13 children receive funding for nursery education. Children come from Kegworth and the surrounding villages. The pre-school currently supports a number of children who speak English as an additional language. The pre-school employs three staff. All of which hold appropriate early years qualifications and all staff are working towards a higher level early years qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are cared for in an environment where practitioner's high standards of cleanliness help to promote their good health. This is evident as practitioners routinely clean tables and toilet areas throughout the session. Children develop good personal hygiene as warm water and soap are readily available to them throughout the session. Children use this to wash their hands after they have blown their nose and thrown away used tissues. Children are reminded and can explain that they must cover their mouth when they cough, as this helps to stop the spread of infections. The care of children following accidents is good. During the inspection a child hurts her finger, practitioners check the injury and apply cold water. The child also receives emotional support as she receives cuddles and reassurance. Accidents are clearly recorded and shared with parents. This shows that clear procedures are successfully implemented. Consequently, this contributes to the welfare of the children. Good information is available to parents regarding the policy for children who are ill. On returning to the pre-school after an illness, parents and practitioners discuss the child's state of health. As a result all children are protected well from the risk of infection.

Snack times are well organised to be social occasions and help children develop good table manners. Consequently, children show good social skills. The pre-school practitioners have amended the snacks. Consequently, they now serve a wide range of healthy foods and also seasonal foods. Practitioners actively discuss healthy eating with children during this time, Therefore, children can clearly explain which foods are good for them. An example of this is a child who stated that mince pies are not fruit. Children clearly enjoy the snacks provided and they make choices about how much they wish to eat as they serve themselves, often deciding to eat more which is always available to them.

The pre-school does not currently have an outdoor play area, however good use is made of the main hall to promote children's physical development. As a result children move skilfully around the room showing an acute sense of space. This is evident as they carefully move around their friends and avoid accidents when moving in different directions. Children are confident and show good balance and coordination as they use large climbing equipment and wheeled toys. Finer skills are good as the children have a lots of opportunities to develop these through a good range of activities. For example, using scissors writing and drawing, play dough, making craft items, jigsaws and construction.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Practitioners have a very clear understanding of safety issues. As a result comprehensive risk assessments are completed regularly and daily to address and reduce potential hazards. As a result children can play safely in an environment which is well planned to ensure they can move around without the risk of tripping. Good procedures are in place to ensure the toys and equipment is in good condition, as they are regularly checked and maintained. Children have access to a wide range of stimulating, colourful resources which effectively support all areas

of development and learning. The environment is stimulating, bright and used successfully to motivate and aid children's experiences.

A clear policy is in place to ensure children are kept safe on outings. For example, children are never left alone with anyone, even though the pre-school ensures that coach drivers are suitable to be with children. Only transport which uses safety restraints is used. Consequently, should an accident occur, children are well protected. Children understand how to keep themselves safe as practitioners use daily routines, discussions and play to promote this. For example practitioners gently remind children not to run indoors and explain why this can be dangerous. Children regularly practise the emergency evacuation procedure. As a result they can explain the action they need to take should this occur. Children's welfare is effectively promoted as practitioners understand and can clearly explain both the internal procedures and the Local Safeguarding Children Board reporting procedures. A clear policy up to date which includes relevant contact numbers is immediately available. Therefore, prompt action can be taken when necessary.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are happy to come to the setting and quickly engage in play as the practitioners provide meaningful experiences for them. When children are nervous practitioners quickly offer support and affection to help them settle. Consequently, all children are making good progress in their learning, leisure and personal development. Children clearly understand the routines and actively engage in these. For example, when a child shakes a tambourine, other children know it is time to prepare for the next experience. This can be register, snack time, show and tell, physical play or story time. Good use is made of the local community and facilities as children go on walks and enjoy physical play on the local park. All children make good progress because they have a key worker system in place which ensures they know the children and their current stage of development extremely well. Children benefit from the extensive range of activities which are available for them to enjoy. For example, construction, art and craft, imaginative play, messy play and dressing up. A good range of stimulating resources are readily available to support and help children extend their own play. Practitioners effectively use 'Birth to three matters' to plan and adapt a broad range of experiences which promote the children's development. Clear, detailed assessments of children under three-years ensures all children receive developmentally appropriate support.

### **Nursery Education**

Children are making good progress in the six areas of learning. Children are confident to talk to adults and their friends. They sit quietly at register time and answer their name politely. Children learn that writing in other languages looks different as they see this on posters around the setting and in computer games. Children can access a good range of books to foster their interest in reading. As a result they actively choose to look at books and understand that they are read from front to back. While doing this children happily retell the story or link the pictures to well-known rhymes. For example a child sings 'Old Macdonald has a farm' while looking at a story about animals. Consequently, they show good imagination. Children benefit because they see their names, signs and simple words around the room. Consequently, they learn to

recognise their name, simple words and initial letters. Children confidently use numbers during play and everyday routines. They can clearly identify the numbers which correspond to the date. Children show they can count to 20 and beyond as they count during play. During number games more able children are able to count the correct number of steps to take when playing 'What's the time Mr Wolf?' Younger children can count the number of sweets they put on their biscuits which they decorate. Children understand the concept of longer and shorter as they measure strings of beads. Children are very competent in using IT equipment and can control the mouse with ease. A child states that the inspectors laptop does not have a mouse, and points to the arrow keys as she explains that these are used to play games. Children understand that a magnifying glass makes things look bigger. They explain this as they show cars, sand and small plastic animals look bigger until they take the magnifying glass away. Children enjoy experimenting with colours. They choose and make new colours by mixing two colours together as they make icing for biscuits. This also leads to an understanding and discussion about the consistency of the icing and what happens during cooking. Children are creative in their craft and imaginative play.

The quality of teaching and learning is good. Practitioners are fully aware of their role in planned and free activities and successfully use a range of questions which develop children's language and thinking. Children are making sound progress towards the early learning goals in the Foundation Stage. Clear, detailed planning is in place and ensures children are offered a broad and balanced curriculum. Planning does not currently show how activities are provided to meet individual needs. This is in respect of older and more able children. However, practitioners know the children well which enables them to explain how they provide an appropriate level of support. Assessment of children's learning is thorough, beginning when they enter the setting. Ongoing observations ensure their achievements are recorded and next steps identified to reach the early learning goals. Children are motivated and enthusiastic in the activities provided. However, they are not always fully aware of how to use some activities as the learning intentions are not always fully explained. Although children do have time and good resources to extend these their learning with help from the practitioners and to initiate their own play. For example, children experimenting with the concept of floating and sinking chose to extend this by putting plastic animals and sea life creatures into the water. A child uses a magnifying glass is allowed to take it to the sand to examine it in detail.

### **Helping children make a positive contribution**

The provision is good.

Children's spiritual, moral, social and cultural development is fostered. All children are valued and treated with respect. They develop a good sense of belonging as they bring in items for show and tell and clearly know the routines. Children are surrounded by good practice, posters and information which promote different lifestyles, and non stereotypical roles. For example, a recent baby crèche helps children learn how to care for others as gender-free play is promoted. Throughout the year children learn about the changing seasons as they go for walks in the local community and natural materials are also brought into the setting for children to examine. Children participate in festivals and fund raising events throughout the year. Consequently, they learn to respect those who may be different to themselves. Children with special or

additional needs are quickly identified as the group special needs coordinator undertakes training to support this.

Practitioners are very good role models for behaviour. They are calm and caring, treat children with respect and actively praise children for their achievements and sharing. Throughout the session children are rewarded with stickers for helping their friends and the practitioners. Therefore, this contributes to children's high self-esteem who proudly show and explain what their sticker is for. Children are gently reminded each day of the rules of the setting. Consequently, they understand and abide by these. Children's social skills are enhanced as practitioners remind children of good table manners at snack time.

The partnership with parents and carers is good. Practitioners clearly understand the value of close working relationships with parents. Practitioners actively engage with parents to successfully maintain these relationships as they make themselves available for informal discussions each day. Consequently, they are confident to leave their children, who are happy and settled in the setting. Comments from parents show they value the work by the practitioners to help their children learn and achieve. They highly praise the practitioners on their effective organisation and the detailed information they receive about the setting at induction, and ongoing about their children and their achievements. Children benefit because parents are actively involved in their learning. Written detailed records about children's achievements are available to parents at any time. These are regularly discussed and parents are actively encouraged to make comments on their child's record. Parents are kept fully informed of the current learning as planning is displayed. They receive regular newsletters which include ideas of how to be involved in their children's learning. For example, they are asked to bring in artefacts to support the topic and show and tell time.

## **Organisation**

The organisation is good.

Children's care learning and play are effectively enhanced by good organisation. The premises are organised well to allow children to learn in different areas and to move around assertively and safely when choosing what they wish to do. Practitioners make good use of the main hall to introduce children to a different environment and to promote their physical development. All required documentation is in place, regularly updated and stored securely to maintain confidentiality. Children's records are detailed and clearly show their current stage of development and individual care needs. Incident records are in place and show injuries children receive before they arrive for the session. However, the record does not always fully detail how these occur. As a result important information may not be fully available to support suspected child protection issues. All policies are detailed and have been updated and implemented to take full account of the latest amendments to the National Standards. Policies show when they are due for assessment and updating which is carried out at least annually.

Sound recruitment and vetting procedures ensure that practitioners working with children are suitable to do so. A thorough induction for new practitioners ensures they are fully armed with the information they require to fulfil their role. A clear appraisal system shows that all practitioners receive ongoing support and training to further develop their good working practices and professional development. As a result children's care, learning and welfare are

effectively promoted. The well organised deployment of practitioners means they manage the daily routine with efficiency and are gainfully employed to work and play with the children.

Leadership and management is good. The leader shows clear commitment to improve the setting and to ensure children working in the Foundation Stage make good progress towards the early learning goals. Clear direction successfully results in engagement by practitioners who are dedicated to planning and assessing the broad and balanced curriculum. Consequently, areas for improvement are indicated and appropriate action taken. Overall the provision meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

At the last care inspection the registered person agreed to: ensure that there are effective procedures in place to ensure staff awaiting clearance are not left alone with children; devise a system for planning and implementing a suitable range of activities for children, which is appropriate for their stage of development and based on their individual needs; provide children with snacks which are more nutritious; extend the range of resources that reflect anti-discriminatory practice. The registered person has taken the appropriate action to meet the recommendations. Therefore, children are kept safe as they are never left alone with anyone who does not have Criminal Record Bureau clearance. Activities and experiences are developmentally appropriate as they are planned and implemented to take account of the 'Curriculum guidance for the foundation stage' and for younger children 'Birth to three matters'. Children eat healthily as the snacks have been changed to include fresh fruit, breadsticks and seasonal foods for example mince pies. Children have access to a range of resources for example, books, small world play, posters and signs which promote anti-discriminatory practice and positive role models.

At the last funded nursery education inspection the registered person agreed to: improve staff knowledge and understanding of the Foundation Stage and how they can make effective use of all daily activities and resources to support children's learning; provide children with sufficient resources to enable variation of activities within each area of learning, and extension for those who are more able or older and revise the daily routine to improve the opportunities for children to be engaged in purposeful activity; make more effective use of observations and assessments to chart children's progress through the stepping stones, ensuring these underpin future curriculum planning, and provide staff with an understanding of when and how to adapt activities for differing needs; provide regular information to parents on the individual progress their child is making through the stepping stones, and how they can support their children's 'next steps' to progress in the home environment. The registered person has taken the appropriate action to meet the recommendations. Therefore, children benefit because staff have a clear understanding of how to implement the Foundation Stage of learning. Consequently, planning and assessments of children's learning is rigorous and supports the children's future learning. As a result children are engaged in a wide range of activities which are supported by a good range of resources. Parents are kept fully informed of their children's learning through informal and formal discussions and reports.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that 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 complaints record may contain complaints other than those made to Ofsted.

### **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 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):

- ensure incident records are fully completed to show how injuries outside pre-school hours occur.

#### **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):

- further develop planning to show that the individual needs of the children are being accounted for. This is with particular reference for older or more able children
- improve routines to ensure children understand the expected learning for the activities provided.

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](http://www.ofsted.gov.uk)