



## Kids Corner

Inspection report for early years provision

<b>Unique Reference Number</b>	EY235375
<b>Inspection date</b>	05 October 2006
<b>Inspector</b>	Linda Gail Moore
<b>Setting Address</b>	Sudbury Primary School - Dining Room, School Lane, Sudbury, Derbyshire, DE6 5HZ
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<b>Registered person</b>	Kids Corner
<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 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?

Kid's Corner Pre-School opened in 2002. It operates from Sudbury Primary School dining hall. There is access to a safely enclosed outdoor play area. The pre-school serves Sudbury and the surrounding villages.

There are currently 21 children from two years to four years.

This includes two funded three-year-olds.

Children attend for a variety of sessions, up to five. The setting can support children with special needs and could support those who speak English as an additional language.

The group opens five days a week during school term only. Sessions are from 09.00 until 11.30. They may also open from 13.30 until 15.30, but currently do not choose to do so.

Two full time and one part time staff work with the children. One member of staff has an early year qualification in NVQ level three. One member of staff is working towards an early year qualification in NVQ level three. The setting receives support from the Local Authority and are members of the Pre-school Learning Alliance (PLA). They are managed by a parental committee, who delegate day to day responsibility to the staff.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's health is supported well by staff. Children are developing an understanding of healthy practice, such as the importance of good personal hygiene. They learn to wash their hands before snack time and after using the toilet, and understand this is to prevent getting germs in their tummies. Children are supervised and supported well by staff during bathroom routines, for example, they are given help to roll up their sleeves, a step is provided for younger children to independently wash their hands at the sink. Effective cleaning routines are followed to ensure ongoing cleanliness of the premises. Anti-bacterial sprays are used to clean tables before snack time and food preparation surfaces before use, staff wear disposable gloves and aprons, and cloths are colour coded to identify different usage. Toys and equipment are kept clean and children are encouraged to help with this, for example. washing dolls and equipment in warm soapy water. Dressing up clothes and larger pieces of equipment are washed at the end of each term. This ensures children play safely in hygienic conditions. Staff are qualified to administer first aid, accidents are recorded and these are evaluated to assess any safety risks. These measures ensure the ongoing welfare of the children.

Children are very well nourished and their dietary needs are met effectively, as they enjoy a good range of healthy snacks and drinks. Staff talk to children about healthy foods and use activities to reinforce the message, such as preparing and eating vegetable soup and fruit tasting. Children understand the benefits of healthy eating and how this helps us to grow big and strong. During snack time children sit at a table to eat and talk with staff and their friends. Their confidence is developed as they undertake small tasks such as helping to give out the plates. They pour drinks, spread butter on crackers and cut fruit with knives. This extends their coordination skills and promotes independence and self-esteem. Snack time is an enjoyable and social occasion and children eat well. Any individual needs such as allergies, are fully respected with appropriate action taken. This ensures children's health is safeguarded.

Children enjoy physical play both indoors and outdoors. They develop skills such as throwing and catching balls, climbing and balancing, and pedalling bikes as they enjoy playing with a variety of challenging equipment. This encourages a positive attitude towards exercise and contributes towards a healthy lifestyle.

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

The provision is satisfactory.

Children are happy and settled in the setting. They are cared for in a welcoming and generally safe environment. There is an effective system for managing arrival and departure times, with

a member of staff delegated to 'door duty' to ensure all children arrive safely and are only collected by authorised persons. A risk assessment is undertaken to identify any potential hazards and to determine what appropriate action is taken to minimise the risk to children. For example, a high level of supervision is needed in the outdoor play area to prevent children accessing an unsafe area via a temporary gate. This ensures children can play outdoors without any risk of harm.

Staff talk to children about potential dangers, such as walking rather than running indoors, how to use equipment such as knives safely and the importance of sitting on chairs correctly. As a result children learn to keep themselves safe and avoid accidental injury. Children are supervised well within all areas of the premises. The setting offers a high ratio of staff to children and they are delegated well to engage and occupy them. Staff position themselves well in play areas and move around appropriately to observe children participating in all aspects of play and the routine. They constantly engage in children's play and offer support and guidance as needed.

The indoor play area is welcoming and child orientated, with posters and children's art work brightly decorating the walls. There is a good selection of play equipment and rooms are set up with a wide variety of activities for when children arrive. Staff check rooms and the outside play area before each session to ensure the premises are safe for children's play. Children use good quality, suitable and safe equipment, appropriate to meet their differing needs. Toys are checked for safety and cleanliness as they are used. Fire drills are practised regularly, these take place every day during the first week of term. The setting has a high percentage of part-time children attending so this ensures that all children take part in at least one drill. Children learn and understand the procedure and this helps to keep them safe. Staff promote children's welfare with regards to child protection. They have a clear understanding of their role and responsibility and there is a procedure in place to guide staff appropriately.

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

The provision is good.

Children settle well and are happy in the setting's welcoming and caring environment. They enjoy playing with and choosing from a variety of games and activities. They engage at their own level and all take an active part. Staff monitor children's choice and encourage their participation in activities that require them to sit and concentrate. They move around activities engaging in children's play when appropriate, encouraging and extending their ideas. Children enjoy exploration with paints, water, sand, dough and soil. This helps them to represent their feelings and ideas in a variety of ways. A good range of resources are available to promote imaginative play including dolls, a home corner and a range of dressing up outfits. Children are beginning to play well together in groups, acting out role play situations, such as preparing a meal in the home corner, administering first aid attention to each other, making stickle brick birthday cakes and singing happy birthday. They are developing good social skills and an ability to form friendships, this raises their confidence and self-esteem. Children respond to challenge well as they are given individual responsibility to complete tasks and help with their personal needs, for example, going to the toilet and washing their hands as needed. This helps develop their independence and ability to make decisions. Staff promote language and communication

skills well through good conversation and questioning, this challenges children to make them think. They develop confidence as they learn to stand up and speak out in front of large groups, they understand the need to await their turn and can sit and listen well in a larger group setting. As a consequence their vocabulary is extending and they are beginning to express their feelings and needs.

## Nursery Education

The quality of teaching and learning is satisfactory. Staff have a sound knowledge of the Foundation Stage and are able to link different activities to each area. The programme of activities provides a broad range of experiences and a generally balanced range of activities across the six areas of learning. Planning links to the stepping stones and incorporates the 'Birth to three matters' framework. Staff have attended various training courses and understand how children learn and how to help them progress through the stepping stones. They understand that children learn better when they are happy and relaxed. A happy environment and an enthusiasm for play and learning is created as staff are friendly and welcoming. Planning meetings are held, where all staff can contribute their ideas, all views are respected and given value. This helps extend and build upon staff's knowledge of the six areas of learning.

Staff seek basic information about the children from their parents on entry. However, an initial developmental assessment is not completed until the child has attended for several weeks. Staff record factual observations of the children during play, however, these are not used effectively to inform individual assessments. Information contained in children's assessments is not consistently used to plan for the next steps in children's learning. This means children's progress is not monitored effectively to fully inform teaching and planning.

Staff understand how their interaction impacts upon the children's learning and involvement. They use good methods to gain and maintain children's interest, sitting with them and asking questions. This helps children to remain focused. Staff offer help when needed to complete a task and this helps children to develop skills, such as cutting with scissors and using knives safely. Children are beginning to develop attentive listening skills and to speak confidently during whole group times. Their independence is encouraged as opportunities are provided to practise self help skills, such as pouring drinks, washing their hands and putting on their coats. Staff ensure children with special needs are well supported and included in all aspects of the education programme. They raise children's awareness of the community and the wider world well. Using outings and resources, for example going on walks to learn about the local environment, and using books and dolls to gain a better understanding of different cultures and lifestyles. Behaviour is managed well and this results in a calm and caring environment for children. Staff work closely with the Local Authority early years officer to develop procedures for evaluating and improving the quality of their teaching.

Children show an interest in the activities available and are confident to try new activities and initiate their own ideas. For example, a small group of children decided to get out the musical instruments, drums and keyboards, instead of the activity offered by staff. They then sat together making up their own music and singing. Their self-esteem is raised as they succeed in implementing their ideas. Children show enjoyment when playing with imaginative role play and when joining in with songs. They are developing their concentration levels and their

creativity as they complete puzzles and produce art work. They learn how to care for others, nursing one another when sick and helping to administer medical attention during role play. They behave well and understand boundaries such as walking within the playroom rather than running.

Children are beginning to speak clearly and confidently. They are developing their language well and are beginning to relate experiences and listen well to others. They ask staff questions during play and for help when needed, for example, to help roll up their sleeves and to cut their fruit. Children participate daily in large group discussions during registration time. They talk about the day and the month, what season it is and they help to describe the weather. Children help to change the weather board as a reward for sitting well. Group discussion helps children to build their confidence when speaking in front of others, and helps to extend their concentration and listening skills as they learn to await their turn.

Children show interest in books, freely helping themselves during sessions, they enjoy stories shared with staff and listen intently and ask questions. Staff tell stories with great expression, holding the children's interest well and giving further explanation of the story as required. Children are becoming aware that print carries meaning and are beginning to recognise their names, They are beginning to recognise initial letters and their sound, Staff encourage them to listen to the sounds of letters during registration time, such as 'M' is for Monday, 'O' is for October. They all join in together with an action rhyme, clapping to the days of the week whilst stressing the initial sound of the word. Children use pencils and crayons to make marks, however, these opportunities are limited within role play and little encouragement is given for them to attempt writing their own name on pictures.

Children's thinking is extended during play. Staff plan a variety of activities that link together to reinforce their learning, for example, children listen to the story of the great big enormous turnip and then follow this with a sticking activity. They were given help to arrange the turnips into different sizes and could name big, bigger and biggest. Children are encouraged to develop their skills and interest in early maths and they demonstrate an understanding of numbers. Staff cleverly use fun activities to sustain their interest and concentration, such as hand puppets that have different characters on each finger. Staff use these puppets to encourage children to count, asking children to bend down the finger puppets as they count. They are able to identify the same jigsaw piece number and fit it into the puzzle. Children thread pasta necklaces and begin to solve simple problems such as how many pieces of pasta have been used and how many are left. They engage in number songs and rhymes counting forwards and backwards such as 'Five speckled frogs' and 'two in a bed'. Mathematical language is introduced through a variety of practical activities, encouraging children to use language to describe shape, size and position. Staff use jugs and cups to help children learn capacity, they work out how many jugs are needed to fill each cup, and use language such as full, empty and half full. Children use weighing scales to measure ingredients during cooking activities.

Children are developing their exploration and investigation skills as they learn about change, such as that brought about by the seasons. They visit their local environment to collect leaves as they change colour and fall from the trees, they use wax crayons to make tree rubbings. They discuss the weather as they play in the snow and run around the playground with their balloons blowing in the wind. These activities help raise an awareness of nature and the world

around them. Children use different tools and techniques to shape, assemble and join materials. They make 3-D objects using glue to join their models, for example, constructing a replica junk model of their village and making their own musical instruments. Children are beginning to learn about how things work. They look at objects through a magnifying glass and use a camera to take photographs and see how their pictures are printed. They have fun as they play with kettles and microwaves in the home corner, staff extend their knowledge as they talk about how they work and what they do. Children are beginning to learn about the lifestyles of other people. There is a good range of resources available and these are used regularly to stimulate interest and discussion about the wider world. Children enjoy visits made by people from the local community, such as police officers, fire fighters and a farmer with a sheep. They are able to see the fire engine and firefighting equipment and learn about different jobs and the different ways in which people help us.

Daily use of the indoor and outdoor play areas help children to develop their fine manipulative and large physical skills. They complete puzzles, thread beads, button and zip up their coats, and learn to pour drinks. They use one handed tools as they hold pencils, paintbrushes and glue sticks. Staff sit and support children learning to cut with scissors, as they explain and demonstrate how to use them. Children learn how to negotiate space as they run freely in the playground, they join in with action songs and games to exercise, stretch and bend their bodies. Obstacle courses are organised to challenge and extend their skills. They learn to climb and balance as they use the indoor climbing frame and learn to throw and catch balls and pedal the bikes.

Children have opportunities to develop their creative talents. They can express themselves freely through play and enjoy exploring and experimenting with many different textures. Staff value the children's creative work, mounting some as wall displays and sending others home to show parents. This adds to their pleasure and sense of achievement. Children participate in superb fun activities that help to stimulate and recognise the different senses, such as smell, hearing and sight. They play with dough that contains different smells, they taste different fruits and paint whilst blindfolded, they smell different flowers when out on walks. Children's interest in music is stimulated as they chalk and paint to a variety of different music styles and rhythms. Their imagination is well developed as they engage in role-play and dressing up.

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

The provision is good.

Children enjoy positive relationships with the staff and each other. They feel a sense of belonging as staff greet them warmly on arrival. Children separate from their parents with ease and settle well. Staff wear the playgroup t-shirts or sweatshirt and this makes it easy to identify them. Children's individual needs are discussed with parents and an introductory profile is completed. Any special requirements are respected and accommodated. Good levels of support from staff ensure children receive a high level of individual attention. This means every child is fully included in all aspects of the setting. There are good partnerships with parents and the setting benefits from a supportive parental committee. Effective links have been established with outside professionals, such as a speech therapist and an early years development worker.

Together they share good practice and develop methods for assessment and intervention work, to ensure each child can reach their full potential.

Children are valued and respected as individuals. Staff regularly use praise and encouragement during their play and throughout the session, this develops their confidence and self-esteem. During registration time all staff and children greet each other using Makaton sign language, for example, 'good morning everybody'. All children are encouraged to mime and if unsure staff encourage them to wave instead. Staff manage behaviour well and set appropriate boundaries, as a result children get along well together. Children help to devise the rules for behaviour and understand the need to take turns, to share the play resources and to show concern for others. Children's spiritual, moral, social and cultural development is fostered.

Relationships with parents are open and friendly. Parents are kept well informed about their child's time at the session. A key worker system is in place to provide a link with parents and help coordinate the record keeping for individual children. Parents are aware of how the setting operates through a prospectus and regular newsletters. The settings policies and procedures are available for parents to see although these are not easily accessible. Children are becoming aware of wider society. Resources, topics and displays are used to increase their understanding of diversity and the needs of others. There is a good selection of culturally varied dressing up clothes for both children and dolls, books are used that depict different people with different lifestyles, there are musical instruments such as steel pans and fuzzy felt pictures and jigsaws depict different cultural scenes. These are used to aid discussion and promote an open mind and respect for others.

The partnership with parents and carers of children who receive Nursery Education is satisfactory. They receive basic information on the education programme, such as a prospectus that covers the six areas of learning and newsletters that cover forthcoming themes and activities. Children do not benefit from a strong two way sharing of information between parents and staff to enhance their learning. Parents are provided with written reports of their child's attainments before they start school and staff are developing ways to seek information from parents about their child's development. However, this is not carried out consistently when children first start the setting. This does not ensure staff have an accurate understanding of each child's starting point and therefore does not ensure children's learning is maximised.

## **Organisation**

The organisation is satisfactory.

There is a satisfactory level of staff who are qualified. The committee and supervisor ensure staff have access to external training and one member of staff has recently began working towards a level three qualification in child care and education. This ensures staff's ongoing development and contributes to the quality of care provided. Although all staff have been vetted, not all committee members have completed the relevant checks to establish their suitability. All of the required policies, records and procedures are in place, regularly updated and available for inspection. Policies and procedures work well in practice to promote children's enjoyment, achievement and ability to make a positive contribution.



Leadership and management of the nursery education is satisfactory and so children are making steady progress towards the early learning goals. Staff receive appropriate direction, guidance and support as they plan, organise and deliver the programme of activities. They are encouraged to contribute their ideas and these are valued and incorporated into the planning. The supervisor works closely with the early years development worker to devise action plans that identify areas for development and improvement. The committee and supervisor are committed to providing an equal service that means full inclusion for all. They are developing their resources so that all children can access suitable equipment. They have successfully applied for and received an inclusion grant. This has financed staff training and enabled equipment to be purchased such as a digital camera, photo printer, makaton sign book, dual control and tandem bikes.

Overall, the provision meets the needs of the range of children for whom it provides.

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

At the last inspection staff were required to ensure arrangements for induction are effective; the supervisor is developing an induction pack to be used for all new staff. Staff were required to ensure positive steps are taken to further promote the safety of children on outings; a risk assessment is completed prior to any outings with children. Staff were required to ensure resources are regularly provided which promote equality of opportunity, an awareness of diversity within society and meet the needs of all children; good resources are available that promote positive images of race, culture and disability. These all help to raise children's awareness of diversity and understand the needs of others. Staff were required to increase knowledge and understanding of current Code of Practice for the Identification and Assessment of Special Educational Needs to further promote the welfare and development of all children within the setting; staff are making very good progress towards being inclusive and proactive. They have received a letter from the Local Authority congratulating them on their inclusive practice. Staff were required to update the operational plan and ensure it contains reference to current standards and guidance; the operational plan demonstrates where to access all relevant information and policies, these all refer to the relevant national standard. These measures all contribute towards children's safety, their enjoyment and achievement and their ability to make a positive contribution.

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

Since 1st April 2004 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 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 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 policies and procedures are easily accessible to parents
- ensure all committee members are suitably vetted

### **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):

- ensure observations recorded during children's play are used effectively to inform individual assessments
- ensure assessments link into planning and demonstrate how activities are adapted to suit different children
- ensure good two way sharing of information from parents at the onset of placement, so that staff can build effectively on this information.

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)