



Kipling Lions Pre-school

Inspection report for early years provision

Unique Reference Number	130748
Inspection date	21 September 2006
Inspector	Susan McCourt
Setting Address	c/o Rudyard Kipling Primary School, Chalkland Rise, Brighton, East Sussex, BN2 6RH
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Registered person	Kipling Lions Pre-school
Type of inspection	Integrated
Type of care	Full day care, Out of School 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?

Kipling Lions Pre-school first opened in 1993 as a sessional group. It was registered to provide full day care in 2003, and is managed by a parent run committee. It is accommodated in a self-contained unit in the grounds of Rudyard Kipling School in Woodingdean, Brighton, and has one main playroom and sole use of its own outdoor area.

The pre-school is open from 08.30 until 18.00, Monday to Friday, with some children only attending for after school care. The pre-school operates during term time only, but the setting runs a holiday playscheme in the same premises during the school holidays.

The setting is registered for 40 children age two to eight years and there are currently 111 children on roll. Of these, 25 are funded for nursery education, one of whom has a physical disability and four have English as an additional language.

There are ten members of staff, of whom eight hold appropriate qualifications. Staff receive support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children play in a clean environment. Staff maintain the cleanliness and hygiene of the setting with an effective cleaning routine. Children also get into good habits as they have easy access to soap, water and paper towels to maintain their own personal hygiene, and staff are on hand to remind them if necessary. Accident and medication records are detailed to safeguard the health of the children attending and all staff keep up to date with first aid training. Children have a very healthy snack of fruit with milk or water to drink, and although the setting gives parents information about what to specifically exclude, the lack of positive guidance means that some children do not have a healthy, balanced lunch. The after school club offers sandwiches and drinks of low-sugar squash. Children can be independent at meal and snack times and eat in a social atmosphere.

Children's physical development is fostered well. Children use the outside area daily to play in the fresh air and enjoy using a good range of play equipment to support their large muscle development. Children can move freely around the space indoors too, and have ample opportunities to use their small muscles in cutting, playing with dough or using pencils and glue spreaders. Staff organise themed activities to teach children about how their bodies work and how to be healthy.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children enjoy playing in an excellent learning environment. Toys and equipment are easily accessible, giving lots of choice and independence. Walls and room dividers are used for interactive displays where children can find extra activities or reminders of recent achievements. The garden is designed for year-round use, maximising children's chances for fresh-air play and exercise. Children's safety is paramount and the building is kept secure with locked doors and buzzer-entry systems. Staff undertake daily checks to ensure the building and play areas are safe before children arrive and the risk assessment is regularly updated so that any hazards are dealt with immediately. Children learn how to keep themselves safe when staff remind them to walk rather than run, or tuck their chairs in after playing.

All staff have training in child protection and can access written guidance about how to proceed should they have any concerns. Parents are informed about the setting's responsibilities and are aware that the welfare of the child is paramount.

Helping children achieve well and enjoy what they do

The provision is good.

Children are well-settled and confident in the pre-school because staff take care to ensure that parents and children can feel at home. The routine is well-established to allow for regular changes of activity and a good variety across the day which helps children to be enthusiastic about what they do. Children participate in elements of the routine such as tidying up and choosing equipment, and the organisation is effective in that children are always busy and active. Children's independence is greatly valued and children can take their snack when they choose. Staff are in the process of applying their Birth to three matters training and are already putting together information for parents about their existing good practice, such as children having key workers with whom they can form a close bond. Staff gather all relevant information about a child before they start, to help the child settle and younger children have a separate group time to help give them the confidence to take part.

The out-of-school provision is organised to value children's leisure time. There is a good choice of toys, play equipment and craft activities suitable for the age range and children enjoy the chance to relax, let off steam or play as they choose. Activities in the school holidays are planned in advance with some themed weeks where children can have greater challenges in craft projects for example. After-school activities are based around the children's immediate interests and children's ideas about what they want to do are taken up by a responsive staff team.

Nursery Education

The teaching and learning is good. Staff are all familiar with the Foundation Stage and take responsibility for planning different elements of it. The learning environment reflects all areas of the curriculum and staff are skilled at extending the child's learning by responding to how the child is playing and what the child is doing. Children have free play for most of the morning and when they are familiar with the staff and the routine, they can go to the quiet room for individual work. Staff plan specific activities based on the child's recent achievements and focus on a particular aspect of learning. The child's response and progress is noted and the next individual session is planned to extend that learning further. In this way, children's progression is closely monitored and developed and the child benefits from learning in an atmosphere that staff have carefully established to be playful and where the child enjoys complete one-to-one attention. Children's achievement records are stored as part of a large folder including sample of work, photographs, scrap books and progression charts. These combine to give a rounded picture of the child and are always available to the parents.

Children are active learners and choose their activities independently, persisting and concentrating for extended periods. Children can be quick to argue and staff are immediately on hand to support children in sharing, taking turns and co-operating so that everyone can get the most from their time at pre-school. Children enjoy having their rights supported and soon learn to be assertive and help each other. Children develop good verbal skills and staff take time to ensure that they understand what a child is saying. Children have lots of opportunities to make marks and see lots of print in the environment, including different languages. Children enjoy story time and looking at books. Children learn to count to ten and beyond and can recognise significant numerals. They have easy access to a range of equipment to introduce

them to concepts of size, measurement and capacity. Children can identify and match shapes and can compare size and shape using mathematical language. Staff encourage children to solve problems and find solutions.

Children's knowledge and understanding of the world is fostered using a wide range of play equipment and experiments. Children make notes on what they observe when ice melts or raisins are placed in fizzy water. They can see maps of the world and take part in festivals from other cultures. Children grow plants from seeds and use a good variety of technological equipment, including a computer. Children's creative development is fostered using a good variety of art and craft activities. Children enjoy making things in the messy area and usually have easy access to a good range of materials, although not all staff are consistent in supporting this, which can limit children's creativity. Children enjoy dressing up and role play. They can identify favourite songs and enjoy using musical instruments to follow a beat or play loud and soft.

Helping children make a positive contribution

The provision is good.

Children gain a good sense of self-esteem and can take pride in who they are. Resources and displays reflect the diverse community in which the children live, as do the dolls, figures and skin-tone paints and crayons. Children with English as an additional language get good support from specialist input and the pre-school's policies are available in different languages or as a recording. Children's individual needs are discussed with parents and again, specialist input can be given where necessary. Staff are aware of their responsibilities under recent legislation and are committed to ensuring that all children can be included in their setting.

Children learn to behave well. The staff are consistent in reminding children about the simple rules that support the children's friendships and promote respect. Staff give clear and firm messages and children know the boundaries. Challenging behaviour is dealt with quickly and positively and children receive praise for their progress and achievements. Children who attend out of school hours help to write the rules themselves and contribute to a friendship wall, describing what friendship means to them.

The partnership with parents is good. Staff take good account of children's individuality and get to know children well. Parents receive good quality information about the setting and can talk with staff at any time. Children's achievements are noted in a scrap book which parents can take home and add to if they wish. Parents are also kept informed about what activities are planned and invited to contribute items or help. Parents are very positive about the setting and appreciate the information they receive.

Children's social, moral, spiritual and cultural development is fostered. Children learn to co-operate and be part of a group, helping to tidy and joining in with group activities. They learn about right and wrong and show empathy if someone is upset. Children are given time to enjoy what they do and show a sense of wonder about things they observe. Children are treated as individuals and learn about each other through sharing experiences.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom it provides. All staff checking procedures are adhered to during recruitment and probationary periods and no unvetted persons can enter the building as the doors and garden are kept secure. Most staff are trained and qualified and all are very experienced and skilled at what they do. The setting is well-organised and has effective routines to ensure that children are always taking part in worthwhile activities during changeover times as staff prepare the next session. Staff ratios are always met or surpassed and children are always well supervised to ensure the quality of their play. The register is an accurate reflection of the dates and times of arrival and departure. Documentation is kept secure and confidential and all required policies and procedures are in place.

The leadership and management is good. The setting has a clear set of values that guide the practice of the group and seek to continually improve. Senior staff work alongside their colleagues at all times and share tasks equally. All staff have responsibility for certain tasks and their ideas and contributions are valued. Staff receive ongoing training and are encouraged to develop their qualifications. Systems are regularly reviewed to keep in line with good practice and action plans ensuring that targets are achieved.

Improvements since the last inspection

One recommendation was made at the last care inspection to update the complaints procedure. Since that time, new regulations have been issued about complaints and the group has complied. There is now a complaints file which includes all the recording to do with any complaint made by parents. Any parent who asks for the information can be given a summary of what happened, ensuring that parents are kept informed while personal or identifying material is kept confidential.

The recommendation from the last education inspection was to involve parents in the assessment procedures. Now the group compiles a scrapbook for each child to which parents and staff can add photographs of children at the setting, with examples of their work alongside. This gives parents the opportunity to add in any progress that they have noted at home and keep all parties up-to-date with the child's achievements.

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 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):

- review healthy eating practice to promote healthy options

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 that children have consistent opportunities of choice and independence in craft activities.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk