



Kinson Pre-school Play Group

Inspection report for early years provision

Unique Reference Number	100509
Inspection date	06 December 2006
Inspector	Lorraine Sparey
Setting Address	School Lane, Bournemouth, Dorset, BH11 9DG
Telephone number	01202 380699
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Registered person	Kinson 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

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 outstanding.

WHAT SORT OF SETTING IS IT?

Kinson Pre-School opened in 1976 and is managed by a voluntary committee. It operates from Kinson Primary school site in Kinson, Bournemouth. The children have access to a large classroom with a separate kitchen and toilet facilities directly off the playroom. There is a secure outdoor play area at the side of the classroom. The pre-school have sole use of the playroom. It serves the local area and wider community.

A maximum of 26 children may attend at any one time. There are currently 47 children on roll, all of whom are in receipt of nursery education funding. The pre-school supports children who have learning difficulties, disabilities and children who speak English as an additional language.

The pre-school opens five days a week during school term time, sessions are from 09.00 to 11.45, and 12:30 to 15:15. Children attend for a variety of sessions.

There are nine staff who work with the children, all of whom are qualified in early years. The setting receives support from Bournemouth Borough Council, and is accredited to Bournemouth Early Years 'Quality assurance' scheme.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's understanding of maintaining good hygiene practices is excellent. They automatically cover their mouths when they cough, and blow their noses and dispose of tissues appropriately. Staff use effective methods to increase their awareness such as Harold a large giraffe puppet. Children enjoy helping to wash him and clean his teeth, whilst staff explain why it is important to keep ourselves clean. Children confidently use the toilet facilities and are good at remembering to wash their hands. Children benefit from being able to access the resources provided to support their independence. Their understanding is further supported by the staff being very positive role models.

Children benefit from generally healthy snacks such as a variety of fresh fruit and vegetables. They enjoy visiting the local supermarket to buy the fruit and help prepare it. However, their understanding of healthy options is not fully promoted, because they are also offered sweet biscuits on a daily basis. Children benefit from being able to access water throughout the session. This is in addition to the set snack times when they can choose from milk or water. Staff encourage children to drink, explaining about 'our bodies' needing to keep hydrated.

Children have good opportunities to exercise both in the fresh air and in the play room. They are encouraged to play outside on a daily basis using a wide range of quality resources such as bicycles, stilts, hoops and balls. During a recent theme of dance and music children learnt how to dance in a variety of ways. For example, they enjoy participating in line dancing, ballroom dancing and modern.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children's care is significantly enhanced through the stimulating, safe and secure environment. Staff place a high emphasis on enabling children to take responsibility for their safety. They regularly talk about safety issues using stories to reinforce their understanding. This is further promoted by visiting a local safety centre. Children participate in various activities such as meeting a stranger in a role-play situation. Parents are involved by staff sharing the information to allow them to talk to their children about safety situations covered prior to and after the visit. Children take responsibility for their safety. For example, a child riding a bike in the outdoor area calls to another child 'Excuse me, we may crash'. Staff complete comprehensive risk assessments to ensure that all areas are safe for children to freely explore. Children are familiar and confident with the evacuation procedures which are practised on a regular basis. One child confidently tells an adult 'We must go out that door and not run'.

Children competently use an extensive range of high-quality toys and equipment. They confidently choose from a wide range of resources available, and are secure within the environment to often request other equipment. For example, a three-year-old asks a member of staff 'Please can I have the trains'. The adult immediately says 'Of course, shall I help you'. Staff implement effective procedures to ensure that the resources are cleaned and well maintained at all times to ensure their continued suitability for the children.

Children are protected from harm and neglect because the staff have an excellent understanding of child protection issues. They demonstrate clear knowledge and understanding of signs and symptoms of abuse and effective procedures to record and report concerns. Parents are made aware of their responsibility through the comprehensive policies and procedures which are shared with them.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children thrive and flourish in the setting. They quickly become absorbed in a range of purposeful activities. They freely choose from an extensive range of high quality resources. Staff effectively plan an extensive range of stimulating and enjoyable activities. Children choose to play inside or outside in the well resourced garden. Staff show genuine interest in their play and enable children to become confident, independent learners.

Nursery Education

The quality of teaching and learning is outstanding. Staff are highly skilled in delivering purposeful activities to ensure children's excellent progress in their learning. They work together effectively to ensure that all children are able to develop at their own pace. Key workers successfully plan for their individual children and actively contribute to others within the group. For example, making quality observations in a general assessment book on children that have been at an activity with them. All staff are very committed to providing a vibrant learning environment, they frequently change the playroom, for example, changing the role play area into an area to stimulate children's imagination such as a Santa's grotto, opticians, travel agents and a den where children use torches to explore. Children with specific requirements are very well supported within the setting. Staff work with other agencies and often visit other settings with the child to ensure a consistent approach in all areas of their development and learning. For example, the child development centre. They operate an excellent weekly speech session. The adults and children benefit from the expertise from the speech therapists who attend and provide fun activities for all. Children with English as an additional language are very well supported. Staff work closely with parents providing resources to support children and their parents such as translating information and dual language books.

Children show high levels of independence, curiosity and are extremely motivated in their learning. They are very confident and keen to try new challenges. Children quickly become engrossed in their play and learning. A child tells the adult 'I'm excited, are you excited too' the adult responds saying 'yes, I am', they were listening to the Christmas nativity story and decorating the pre-school's Christmas tree. Children listen intently and are confident to wait for their turn. Children develop secure relationships with each other and the adults. At 'hello'

time one child is chosen to say hello to all the children and adults in turn. They eagerly respond, putting their thumb up. One child arrives late and several children call out hello to them. Children's language is developing very well. A three-year-old confidently tells an adult during the discussion about the Nativity story that a stable is 'A kind of house for a horse', a member of staff congratulates them on 'good thinking'. Children enjoy making marks for a purpose. Several children make tickets for the Santa's grotto. Children quickly recognise their names as they self register.

Children enjoy constructing using a variety of materials. A three-year-old confidently follows a picture to build a digger. Children design and construct using their imagination. They have excellent opportunities to learn about the natural world, going on nature walks and drawing flowers and insects. Children competently use the setting's laptop, operating simple programs without support. Children enjoy being creative, developing their own ideas and following adult suggestions. Several children freely choose to use scarves to dance to music. An adult asks if they can join in. The children agree and show them how to move to the music. They have excellent opportunities to paint throughout the session. Well resourced role play areas provide good opportunities for children to develop their imagination and act out familiar roles.

Children confidently count to 10 and the majority of children go beyond to 18. They confidently solve simple number problems such as adding the numbers of girls and boys together. Children recognise numbers from one to 10. They correctly use mathematical language in every day play. Children successfully recognise shapes such as rectangle, triangle, heart and circle. Children have good control over their bodies. During an exercise session an adult asks the children what part of their body they would like to move next. They take in turns to devise simple movements which all the children and adults then follow. After they have finished an adult asks them what's happening to their bodies. Several children talk about how their heart is beating fast. This develops into a discussion about how their heart pumps blood around the body and keeps them healthy. Children competently use a range of tools with increasing control such as cutters, scissors and pencils. Children are beginning to be able to throw and catch balls. A three-year-old invites an adult to play catch. They laugh and giggle as the adult drops the ball, whilst they are able to catch it. Children confidently climb over and under on the climbing frame. They enjoy pedalling the bikes faster and are careful not to bump into each other in the garden.

Helping children make a positive contribution

The provision is outstanding.

Children's behaviour is very good and they demonstrate mutual respect for each other. One child notices another child is having difficulty putting the train track together. They immediately go over and offer to help. They invite another child to come and help as well. The child checks to make sure the child is happy before going off to play. Another child says 'Thank you for letting me play' and gives the child a cuddle. Children's confidence and self-esteem is developing exceptionally well. Children benefit from the constant praise from the staff in their achievements. For example, 'good listening', 'good waiting well done'. To enhance children's understanding staff use an excellent reward system 'Superstars'. Children receive a star which is displayed on the wall. The adult writes on the star why the child has received it and parents are encouraged to be involved.

Children have excellent opportunities to develop good relationships within the community and the wider world. They regularly visit the local shops and library and invite people to visit them, such as local musicians who visited during their music month. Family members such as grandparents, aunts and uncles are invited to come and play during the summer term. Children learn about the wider world through interesting projects such as looking at cold and hot climates. The role play area was changed into a snow bear cave. All the children went on a journey around the world using postcards, e-mails and photographs. One child visited their grandparents in an African village taking lots of photographs for the children to see how they live and how the child had celebrated their fourth birthday. Children celebrate a range of festivals throughout the year. A family member visits and shows the children henna Mendhi painting and explains about their celebrations. Children enjoy having their hand-painted. Children's spiritual, moral, social and cultural development is fostered extremely well.

Partnership with parents and carers is outstanding. They receive a detailed prospectus when they initially register their child. This provides information on the group's aims and objectives, policies and procedures and Foundation Stage curriculum. There is a parents' area with comprehensive information on the six areas of learning and the role of a key worker in their child's learning. Parents are encouraged to become involved in various ways such as being on the committee or helping on an outing, in the group. Staff provide regular workshops on different areas of learning which is very well attended. The committee is very successful with a large number of parents being actively involved. Parents are kept well informed of their children's progress. They have regular opportunities to meet with the key worker and view their child's records. Staff take photographs of the children involved in activities for the parents to keep as a memento of their child's time at the setting. Staff develop excellent relationships with the parents. They operate a games lending library, and children can take home the setting's pets and large people puppets. Parents help the children to either take photographs, draw pictures or write about what the pets and puppets have been doing whilst they have been at their home or on holiday with them. Parents value the staff so much that they successfully nominated the leader for child carer of the year.

Organisation

The organisation is good.

Children benefit from all the staff being qualified and committed to training. The setting has effective procedures to recruit and vet staff to ensure they are suitable to work with the children. The space and extensive range of quality resources provide a stimulating and interesting environment. The outside area is well used and is an extension of the indoor area. Children's creative achievements are valued and displayed. Staff have created photograph albums for the children and their own books which act as a memento of their time at the setting. The committee have devised a comprehensive range of policies and procedures to support staff in providing very positive outcomes for children. However the snacks provided do not fully promote children's health and wellbeing. They are continually looking to improve. Following their successful accreditation in the Local Authorities quality assurance scheme they have signed up to the Healthy Early Years project. The setting meets the needs of the range of children for whom it provides.

Leadership and management is outstanding. The setting is extremely well led by the committed leader. She is an excellent motivator to all the staff, parents and committee. There are highly successful methods to monitor the nursery education provision which include visiting other child care settings including children's centres and attending cluster meetings. These are used to share good practice and increase their knowledge. For example, several staff attended training using puppets and cuddly toys to use with music. Staff feel the puppets are particularly good for settling children in or using to talk about feelings. The committee and staff are extremely committed to providing high quality care and education for all children. They recognise that they can always improve. For example, effective changes to planning ensures that all children are challenged to enable them to develop in their learning.

Improvements since the last inspection

At the last inspection the setting agreed to develop the accident records to include sufficient information. They have devised a new method of recording accidents which is detailed and respects confidentiality. They also agreed to increase opportunities for children to write for a purpose, for example in the role play area. Children have excellent opportunities to make marks and write for a purpose in all areas of the play room.

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):

- continue to develop children's understanding of maintaining healthy lifestyles by reviewing the food provided at snacktime

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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