



Kingsgate Preschool

Inspection report for early years provision

Unique Reference Number	100557
Inspection date	07 December 2006
Inspector	Caren Carpenter
Setting Address	Kingsgate Community Centre, 107 Kingsgate Road, London, NW6 2JH
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Registered person	Kingsgate Community Association
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 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?

Kingsgate Pre-school was registered in 1995. It operates from the Kingsgate Community Centre within the London borough of Camden. It is run by Kingsgate Community Association which is a registered charity and company limited by guarantee.

A maximum of 16 children may attend the playgroup at any one time. There are currently 15 children aged three to under five years on roll. Of these 10 receive funding for early education. The setting supports a number of children with English as an additional language.

The setting operates each week day during school term-times from 09.30 to 12.00. The group employs three members of staff. All staff hold relevant early years qualifications.

The group receives support from the Early Years and Childcare Development Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children follow good personal hygiene routines helping to prevent the spread of infection. They independently wash their hands before eating their snacks. Children understand why they must wash their hands after visiting the toilet and before snack times 'to stop the spread of germs'.

Children enjoy a variety of healthy snacks such as apples, bananas and oranges. They recognise when they are thirsty and are offered regular drinks of water and milk.

Children's physical skills are actively developed by the good use of outdoor play and indoor play. They enjoy daily trips to the local park and have lots of fun. Children recognise the benefits of vigorous exercise. They enjoy daily opportunities to participate in activities developing their co-ordination and large muscle skills for example, they run, climb, balance and jump with good control.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are made to feel welcome in this child-friendly environment, staff greets children and parents as they arrive. They move freely and in safety around the learning environment. Staff ensures that risks and hazards are minimised and children's safety is promoted. However, risk assessment is not carried out to promote children's safety.

Furniture, toys and equipment are well maintained, clean and suitable for the children attending and meet their needs effectively. Children access a range of play equipment and resources, much of which is presented at low level shelves.

Children are safeguarded from abuse or neglect, because staff have a good knowledge and understanding of child protection issues. This helps to ensure children are protected from harm and neglect.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enjoy their time at pre-school. They arrive happy and confident and quickly settle into the routine making their own choices about their play. Children are happy, content and are forming close relationships with each other and staff. Staff are caring, approachable and kind and respond positively to the needs of the children.

Children play well independently and with their peers. They enjoy opportunities to work more directly with staff during activities, such as making play dough and during water play.

Children are well involved in their chosen activities for example, when creating their own pictures with a range of art and craft materials. Children's independence skills are well promoted as part of the daily routine; for example, they visit the toilet independently and tidy away activities and toys.

Nursery Education

The quality of teaching and learning is satisfactory. Children are making satisfactory progress towards the early learning goals, because staff plan interesting activities.

Staff make use of medium and short term planning to help guide sessions and set learning intentions. However, learning resources available do not provide sufficient challenges for the older and more able children, in particular, the areas of mathematical development and knowledge and understanding of the world.

The key worker system enables staff to monitor the children's progress, to help them to move on to the next steps of learning. Children are gaining independence as they put on their aprons before art and craft activities and make choices about their play. They are kind and considerate towards each other and they play well together, as they share and take turns.

Children are practising their early writing skills as they paint and draw. They are learning to recognise their names, for example they select their name cards when they arrive at pre-school. Children enjoy mathematical activities such as fitting puzzles together and identifying colours, shapes, size and numbers. However, there are few opportunities for the older and more able children to develop their mathematical knowledge in calculation and the ability to solve problems.

Children are learning about the world they live in as they celebrate festivals such as Eid, Diwali and Christmas. This increases their awareness of diversity and their understanding of others. Children are curious to explore their environment although there are few opportunities for children to use resources for information and communication technology for example, programmable toys.

Children recognise letters of the alphabet and have good access to a range of books, which they choose independently. Children have good opportunities to express their imagination through role-play as they dress up in different clothes and have lots of fun as they play in the home corner. Children are well involved in their chosen activities. For example, during creative activities such as water play and when creating their own pictures with a range of art and craft materials.

Realistic expectations of children and good individual knowledge helps them to consolidate their learning before moving onto the next stage. Children are developing a good knowledge of colour, texture, shape, form and space in two and three dimensions whilst constructing, painting, drawing and sticking with various materials. Children enjoy the range of physical activities indoors and are becoming skilled at their climbing and balancing skills.

Helping children make a positive contribution

The provision is satisfactory.

Children enjoy their time at the setting, because staff make them feel valued and respected and their individuality is well promoted. Children learn about themselves and the wider world through planned activities and discussions, for example around a variety of cultural festivals, helping them to understand and value the similarities and differences between themselves and others. Spiritual, moral social and cultural development is fostered.

Children are well behaved. They are encouraged by staff to take turns, share and to be considerate and helpful. Staff manage behaviour in a calm and consistent way. They use lots of praise and encouragement to reward achievement and raise self-esteem.

The partnership with parents is satisfactory. Children benefit from the good relationships between staff and parents as their individual needs are well met. Staff share information on a regular basis with parents. They provide daily feedback to parents about their children's developmental progress and activities they have participated in. However, parents do not have opportunities to meet formally with staff to discuss their children's written achievement reports and to be involved in planning the next step in their learning. Parents speak positively about the group, the staff and their children's achievements.

Organisation

The organisation is satisfactory.

Children benefit well because staff are suitably qualified and enhance their knowledge and skills through regular training opportunities. Space and resources are used well to meet the children's individual needs and ensure their safety, welfare and development.

The organisation of the pre-school and deployment of staff is effective across the session, ensuring that children are happily engaged in activities and secure in their surroundings. Staff understand their roles and responsibilities within the group and work well as a team to promote satisfactory outcomes for children.

The leadership and management of the setting is satisfactory. Staff work well together and are a stable and secure team. This ensures consistency of care and stability for parents and children. The learning resources available do not provide sufficient challenges for the older and more able children in some areas of the curriculum.

The implementation of most policies and procedures and appropriate recording of documentation helps to promote children's welfare, care and learning. However, risk assessment is not carried out to promote children's safety. The daily attendance register does not include the children's arrival and departure times, and the accident record does not include the children's full names nor is it countersigned by the parents.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Since the last inspection the setting has made some good improvements. The setting was required to ensure that staff gain knowledge and understanding of the Foundation Stage to plan and provide a suitable programme of activities; to use observations and assessment in order to identify individual children's next steps in learning; and use information gained from observations to inform the planning of activities. Staff have gained knowledge and understanding of the Foundation Stage by attending relevant training. They plan the curriculum weekly, using focus themes and children's interest. Staff have attended training in observations and assessment skills. As a result, they have gained more understanding of how to use observations of the children to plan for the next step in their learning. However, this is an area that requires further improvements for it to be more effective.

The setting was required to ensure that the organisation and deployment of staff enables children to consistently experience suitable challenges. The setting operates a key worker system and all staff are allocated key responsibilities on a daily basis. For example, they ensure that all the children's learning is fully extended during focus activities.

The setting was required to ensure that effective systems are in place to regularly monitor and evaluate the effectiveness of the setting and that of the educational programme. The manager has attended management training and receives regular support from the Early Years Childcare and Development Partnership. The setting monitors and evaluates the effectiveness of the educational programme. This ensures that children are making progress towards the early learning goals.

The setting was required to ensure that arrangements for induction procedure for new staff and are in place. Children's welfare and care is promoted well. The setting ensures that new staff members are fully inducted into the setting. There is a clear and comprehensive induction procedure in place. This means that staff are clear about their roles and responsibilities.

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):

- ensure that the daily attendance register includes children's arrival and departure times
- conduct a risk assessment to promote children's safety
- ensure that accident records include the full names of the children and to be countersigned by parents at all times.

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 parents are kept informed about their children's achievements and to be involved in planning the next step in their learning
- provide opportunities for the older and more able children to problem solve for example, simple calculations
- extend the range of learning resources to provide more challenges for the older and more able children in particular in the areas of mathematical development and knowledge and understanding of the world
- improve opportunities for children to use resources for information and communication technology for example, programmable toys and or a computer
- review how often observations are done to ensure children are making progress towards the early learning goals

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