



## Kiddy Winks Pre-School

Inspection report for early years provision

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| <b>Unique Reference Number</b> | 254656   |
| <b>Inspection date</b>         | 10 January 2007  |
| <b>Inspector</b>               | Janice Broddle   |
| <b>Setting Address</b>         | Sneinton Dale Community Centre, 312 Sneinton Dale, Nottingham, NG3 7DN |
| <b>Telephone number</b>        | 0115 8471570   |
| <b>E-mail</b>                  |  |
| <b>Registered person</b>       | Banca Under 5's Playgroup  |
| <b>Type of inspection</b>      | Integrated   |
| <b>Type of care</b>            | Full day 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](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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Kiddy Winks Pre-School is a committee-run provision. It opened in 1992 and operates from a large playroom within a community centre. Children also have access to a hall within the centre and an adjoining secure enclosed outdoor play area which is part hard surface and part safety surface. It is situated in the residential area of Sneinton, which is close to Nottingham city centre. The setting is taking part in the Government pilot scheme offering free nursery places for two-year-olds.

The setting is open each week day from 09.05 to 11.35 and from 12.20 to 14.50, during school term times. A lunch club operates each day between sessions. Staff take and collect children from Jessie Boot and Greenwood school to provide a wrap-around care service for families. A maximum of 26 children may attend the setting at any one time. There are currently 25 children on roll. Of these, five children receive funding for early education and five receive funding for

free nursery places for two-year-olds. Children attending come from the local and surrounding areas. The setting currently supports a number of children with learning difficulties and disabilities and also supports children who speak English as an additional language.

The nursery employs four members of staff. Of these, three, including the manager, hold appropriate early years qualifications. The setting are members of the Pre-School Learning Alliance. They receive support from a teacher/mentor and a child care development worker from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are cared for in a warm and clean environment. Effective cleaning routines along with written policies regarding exclusion periods for those who are infectious helps to protect children from the risk of cross-infection. This is well supported by effectively implemented procedures in caring for children who are unwell as staff swiftly and efficiently clean up unexpected spillages of bodily fluids. Children begin to gain an understanding of personal hygiene through daily routines and effective adult support. They wash their hands before meals and after using the toilet, learning to use soap and to dispose of their paper towel correctly. Documents to promote children's health and welfare are all in place and contain an appropriate level of detail. There are good systems in place to promote children's immediate safety and welfare as all staff hold a current first aid qualification, the first aid boxes are well stocked and regularly checked and written parental consent for emergency medical advice or treatment is in place.

All children have regular meals and drinks. Snack menus are varied and are sometimes used as tasting sessions to introduce children to new foods. Staff are aware of children's specific dietary requirements through effective record keeping systems and discussion with parents, and ensure that these are met. The lunch time supervisor has attended food hygiene training and has a sound knowledge of relevant issues. This, along with clear procedures regarding food management, ensures that appropriate precautions are taken when serving food. Parents provide meals for children attending the lunch club and staff encourage the inclusion of fresh and nutritious foods and the limitation of sugary foods in order to encourage healthy eating.

Children benefit from regular opportunities to engage in physical activities both indoors and outdoors. They use the equipment with confidence, manoeuvring pushchairs around fixed objects at speed and older children confidently pedal bicycles. Children have less frequent opportunities to practise their climbing and balancing skills as equipment to promote these skills are not so readily available. Children are developing their small hand skills and their hand to eye co-ordination through the regular use of tools and resources such as paint brushes, glue sticks, construction toys, jigsaws and threading activities. They develop an awareness of the need for good hygiene through daily routines such as hand washing before meals and after using the toilet and can access tissues to clean noses. They learn about keeping healthy through planned topics and this is reinforced during meal times when staff sit with them, gently encouraging them to eat well and initiating discussion about healthy foods.

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

The provision is good.

Children are cared for in a safe and secure environment. Staff create a bright, child-friendly atmosphere and warmly welcome the children and their parents. Children access good quality toys and equipment and staff implement sound systems to ensure that they remain safe for them to use. Staff have good regard for safety issues when presenting toys and activities, ensuring that they are appropriate for the ages of the children using them, allowing adequate space for children to safely move between them and providing good levels of support with unfamiliar activities such as bubble painting. Children are beginning to learn how to keep themselves safe through gentle reminders from staff, for example, to walk nicely indoors, and through routines such as regular fire practises.

Sound security systems ensure that children are not able to leave the premises unsupervised and that there are clear systems in place to ensure that only known adults can collect them. Staff are vigilant in their supervision of the children, and this, along with methodical daily risk assessments of all areas used, helps to minimise the risk of accidental injury. Children are kept safe on outings because staff implement carefully considered safety procedures. Children's welfare is effectively promoted because staff have a sound awareness of their responsibilities regarding child protection. They are fully familiar with the setting's clear policies and procedures, although systems are not yet in place to share these with parents. All staff have undertaken appropriate training to develop their knowledge and understanding of issues and know the relevant agencies to contact.

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

The provision is satisfactory.

Children settle well at the setting due to the kind and caring staff team. Staff's high level of individual attention and reassurance supports them to separate from their parents and gradually gain in confidence. Staff work with each family individually and parents are encouraged to stay until their child is secure. Staff gather a good range of information about the child during this period in order that they can meet their individual needs. Children enjoy their time at the setting, they develop their independence as they freely move around and select their play materials and learn to put on and remove their coats for outdoor play. They access a good range of stimulating toys and activities throughout each session. Staff are beginning to use the 'Birth to three matters' framework when planning activities, however, these plans are currently in the early stages of development and do not yet link with assessments to enable staff to effectively plan the next steps for children's play, learning and development.

## **Nursery Education**

The quality of teaching and learning is satisfactory. Senior staff are sound in their knowledge of the Curriculum guidance for the foundation stage and plan a stimulating and fun range of planned activities covering all areas of learning. However, the level of information recorded to support staff in the delivery of these activities is limited. This, combined with other staff being less secure in their knowledge of the Foundation Stage means that they are not always fully clear of the planned learning intentions. Therefore children are not always supported to make

the desired progress in their learning. Staff's affectionate approach nurtures children's personal, social and emotional development, encouraging their confidence, security and readiness to learn. Children behave well as a result of the clear expectations set by staff and high levels of support. They positively contribute to children's high levels of self-esteem, through praise and encouragement. Children learn to respect the cultures and beliefs of others through planned activities such as outings into the local multi-cultural community and visits from people from different cultures who bring in interesting artefacts such as prayer mats and beads for children to view. Children with learning difficulties or disabilities are well supported through the use of individual education plans which all staff are aware of. This creates a warm and friendly atmosphere which enables all children to become involved in what is on offer and begin to openly share their ideas and views. Satisfactory teaching methods are used to support children's learning. Children work as part of a larger group for stories or singing, or alongside an adult to find their name to put on the name board and to practise their counting skills and writing their name. Staff deploy themselves well, supporting activities and joining in play, which enthralls and stimulates children's interest. They join in spontaneous singing sessions and enjoy making lists with, and engaging in role play with staff in the home corner. Satisfactory use of questioning by adults begins to support children's problem solving skills, such as to check their understanding of a story. Practical learning opportunities that arise through routines, such as counting how many children are waiting to go outside, are used to reinforce learning.

The room is well organised to support learning. The daily provision of a mathematical table supports children's steady progress in this area of their development. Children confidently use the computer due to its constant availability and good levels of support from staff. Staff make good use of the role play area, for example, by changing it to represent homes from different countries to support planned themes. Children have many opportunities to freely express themselves through art activities and planned activities such as making musical instruments and then exploring the sounds of these. Staff make good use of time, children have many opportunities to choose activities that are of interest to them and explore at their own pace. They enjoy outdoor activities during each session. Generally good use is made of resources although minimal use of the large balancing equipment means that children have less opportunity to practise their climbing and balancing skills. Children's progress towards the early learning goals is monitored with observations but assessment records are not maintained up to date which means that they are not effectively used to inform planning. As a result staff do not plan next steps to help children progress further and some activities do not provide sufficient challenge for more able children.

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

The provision is good.

Children benefit from being cared for by staff who work closely with parents to meet their individual needs and ensure they are fully included in the group. They feel a sense of belonging and their self-esteem is promoted as a result of staff showing an interest in them and their families through conversations and through their work being displayed for parents to see. Children learn about their own and diverse cultures through a range of appropriate activities, such as stories and visits out into the local multi-cultural community. Children enjoy food

tasting activities linked to festivals such as Eid and Diwali. Children's spiritual, moral, social and cultural development is fostered.

Children are very well behaved. Staff sensitively promote their understanding of right and wrong through gentle reminders to care for their environment, the equipment and each other. They learn to play cooperatively and to share toys and resources, for example, they patiently sit and wait in the identified seat for their turn on the computer. The special needs coordinator has undertaken appropriate training which enables her to provide good support for children with identified special needs. Staff work closely with other professionals to ensure children's individual needs are met and appropriate learning targets are identified.

Children settle well at the provision as staff work closely with parents and provide high levels of support and reassurance. Staff develop good relationships with parents and carers, they warmly welcome them into the setting and make themselves available to exchange relevant information. Parents receive an informative welcome booklet on admission and ongoing information, such as play plans and information about the curriculum are displayed on notice boards. Partnerships with parents and carers of children who receive nursery education funding are good. Parents access good information about the Foundation Stage through the welcome brochure and displays and therefore develop an awareness of the curriculum and how children's learning is supported in the setting. Children benefit from their parents having good opportunities to be involved in their learning, for example by providing artefacts to support topics. Key workers gather appropriate information from parents to identify children starting points and keep them well informed about their child's progress through sharing assessment records during termly meetings.

## **Organisation**

The organisation is good.

Children's records and all legally required documentation is in place. These contain a good level of information to ensure that staff can meet children's individual needs and are mainly well organised to promote children's health, safety and welfare. Policies and procedures are in place to support the efficient running of the provision and mainly contain a good level of detail.

Sound recruitment and selection procedures help to ensure that staff are appropriately qualified and experienced although formal systems to support them in their roles, such as induction procedures are not yet in place. Children are cared for by a consistent staff team who work well together to ensure the sessions run smoothly and that children are well supervised during activities. Children access a broad range of activities and freely move around making independent choices regarding their play. Staff make good use of time to provide a good balance of free choice and adult-led activities along with regular opportunities to play outdoors.

The leadership and management for children receiving nursery education are satisfactory. The Committee provide good day to day support for staff to carry out their work. The staff team work well together throughout the session and provide children with high levels of supervision. The planning of activities however, is heavily dependant on the supervisor and although staff contribute their thoughts and ideas, their knowledge of individual children is not used effectively to inform planning. They demonstrate a commitment to improving the educational provision

as they regularly attend appropriate training courses to develop their skills and knowledge and take advice from relevant professionals. Regular meetings with the local authority mentor help them to evaluate their provision and begin to address areas for improvement. Overall, children's needs are met.

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

#### **Care**

At the last inspection, the setting agreed to two recommendations relating to care. They agreed to review the daily routine and have since re-organised the structure of the session which increases opportunities for children to access free play and develop decision making skills. They also agreed to devise an induction programme for new staff, this is not yet in place and is carried forward from this inspection.

#### **Nursery Education**

At the last inspection, the setting agreed to two recommendations relating to Nursery Education. The first was to develop children's assessment records. New records have since been devised in order that children's next steps in learning are clearly identified so that staff can build on what individual children know and can do. The also agreed to develop the partnership with parents. Parents are now able to contribute to their child's development records and work cooperatively with the pre-school to support their children's learning at home.

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

A concern was raised with Ofsted with regard to an injury to a child whilst at the setting. This was in relation to National Standard 5: Equipment and National Standard 6: Safety. Ofsted asked the provider to investigate and report back within 10 working days. The provider responded and two actions were raised which were to ensure equipment is provided that is appropriate for the purpose, of suitable design and conforms to safety standards and for the provider to take positive steps to promote safety within the setting and ensure proper precautions are taken to prevent accidents in relation to conducting risk assessments. The provider has responded to the actions and continues to meet the national standards and remains qualified for registration.

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 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):

- develop systems to share the child protection procedures with parents before admission to day care
- improve activities for younger children in line with practice set out in the 'Birth to three matters' framework
- ensure that all staff have induction training which includes health and safety and safeguarding children policies and procedures in their first week of employment.

### **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):

- develop the delivery of planned activities by ensuring that staff are clear of the learning objectives so that they effectively deliver a broad and balanced curriculum, ensure activities are adapted to meet children's individual needs, particularly with regard to more able children and those with learning difficulties
- review the organisation of space in order to make best use of resources available, with regard to equipment to promote children's physical development
- improve assessment systems, ensure staff regularly record children's progress along the stepping stones and that records are used to identify the next steps in children's learning and inform planning.

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)