



Kelvedon & Feering Pre-School

Inspection report for early years provision

Unique Reference Number	EY340992
Inspection date	02 March 2007
Inspector	Barbara Ann Bush
Setting Address	Kelvedon St. Mary's C of E Primary School, Docwra Road, Kelvedon, COLCHESTER, CO5 9DS
Telephone number	01376 570411 and 07884 214 641
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Registered person	Kelvedon and Feering Pre-school
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 good.

WHAT SORT OF SETTING IS IT?

Kelvedon and Feering Pre-School is managed by a voluntary management committee of parents of children attending the pre-school. It operates from two demountable classrooms situated in the grounds of St Mary's Church of England Primary School, Kelvedon, Essex. All children share access to an enclosed outdoor play area. The group has no pets on site.

A maximum of 40 children may attend the pre-school at any one time. The group opens five days a week during school term times. The pre-school sessions are from 09:10 to 12:00 on Mondays, Tuesdays, Thursdays and Fridays; 09:10 to 13:00 on Wednesdays and 12.45 until 15.30 on Tuesdays.

There are currently 49 children aged from two years to under five years on roll. Of these, 23 children receive funding for nursery education. Children from the local community and

surrounding areas attend for a variety of sessions. The group supports children who speak English as an additional language.

The pre-school employs 11 staff. Of these, seven hold appropriate early years qualifications and five are working towards furthering their qualifications. The setting receives support from the Pre-School Learning Alliance (PSLA), the Local Authority and the Area Special Needs Coordinator (SENCO).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is adequately promoted. They wash their hands regularly after messy play, toileting or playing outside. It is part of the everyday routine and children use soap, hot water and dry their hands properly. Older children are able to be more independent for their own personal cleanliness. However, staff miss opportunities to expand children's understanding about the need to stay clean and why it is important to wash. Children receive appropriate medical attention as staff members have a sound knowledge of the group's policies when dealing with accidents, administering medication or comforting a sick child. Staff are updating first aid training to ensure there is always a trained member of staff on duty. These measures assist staff members to safeguard children's well-being. The accident and medication record books are completed accurately.

Children are well nourished and have some opportunities to learn about healthy eating. They are able to access drinks during the day when they are thirsty or to replenish themselves after exercise. Children's dietary requirements are provided by the group who supply a snack mid-morning. Children enjoy a sociable time together when they have their break, sharing news and learning good table manners from the staff. However, children are not learning about the benefits of good nutritional choices, the effects of different food on their bodies and how food helps us to grow. Children do have the opportunity to prepare food from time to time for example, cooking biscuits, chopping vegetables, making pancakes and stir-fry.

Children's physical development is generally fostered by the provision of a range of equipment that encourages their balancing and climbing skills. Children are given time during each day to participate in games, marching and running in the school playground. However, children are not talking about their heart rates, their body temperatures and how they feel after engaging in exercise to help them understand the advantages of taking part in physical sports. Children go outside as a whole group which gives no choice for those who may wish to complete tasks indoors. Children demonstrate the ability to use hand tools, control malleable materials and construct with confidence.

Funded children learn to participate in group activities and enjoy ring games that involve singing and movement for example, 'the farmer is in his den'. They are reminded to move safely around the room and playground and become aware of the space around them, as they line up or move a piece of equipment. They are able to pour from containers with confidence, cut and roll materials like dough and use writing materials correctly.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are safe and secure in premises that are suitable for their purpose. They are based in two large demountable classrooms in the grounds of a school. The premises are clean, brightly decorated and well maintained. There is ample space for the children to move around freely. The walls are decorated with some of the children's artwork, these displays value their creativity and promotes their self-esteem. Children can access a large, enclosed outside play area that is well equipped with resources for physical play. They are also able to use the school playground that has a fine selection of adventure climbing equipment. The group possess a wide range of good quality toys that provide interest and challenge. Children use furniture that is suitable for their age and stage of development.

Children's safety is effectively promoted and staff have completed detailed risk assessments to ensure that accidents are minimised. The fire drill is practised regularly and children are able to evacuate the building with confidence. Children can move around the room freely as staff are alert to any possible dangers; organising the room so that children avoid bumping into equipment or tripping over toys. Children are given detailed information about keeping safe when using the larger pieces of equipment and safety tips when using scissors or tools. They also learn about crossing the road and stranger danger.

Staff are fully aware of the group's child protection policy and information is given to them on their induction course. Staff are able to confidently discuss the referral process and the agencies involved in safeguarding children, therefore this assists their ability to fully protect children in the event of a concern.

Helping children achieve well and enjoy what they do

The provision is good.

Children are busy during the session and play happily together. They enjoy participating in imaginative games, table top activities and using floor toys. The home corner is very popular and staff change its purpose to maintain interest. Children enjoy lively cookery sessions and discuss the smell of baking biscuits as the batches are taken out of the oven. They proudly show the end results to their parents. Children can access a wide range of dressing-up clothes to aid their imaginations as they play. Children eagerly participate together in constructing models from bricks and re-arranging the rail track to suit their purposes.

Younger children can communicate easily and readily ask staff for assistance. Children demonstrate that they can share, take turns and cooperate when playing games or playing with the same toy. They can express their own ideas, challenge staff and are confident about their own opinions. Children respond to the recognition of their achievements and are motivated to continue an activity to its conclusion. Children can influence the organisation of the session to include spontaneity; taking new toys from the shelves and including them in their play. However, children are not fully using the selection of books and cosy book areas to explore stories alone or with their friends. They are missing opportunities to become familiar with pictures and the enjoyment that can be derived from books.

Younger children are benefiting from the staff's confident understanding of the 'Birth to three matters' framework. Activities are being modified to ensure that the children can obtain the maximum interest and enjoyment. They are learning to concentrate for longer periods, respond to instructions and become more independent in their self-care. They are getting used to unfamiliar toys and materials, participating in group activities and mastering their listening skills.

Nursery Education

The quality of teaching and learning is good. Children follow a programme of activities designed to help them progress through the stepping stones towards the early learning goals, based on the Foundation Stage curriculum. Staff have a good working knowledge of the Foundation Stage and how children learn. Staff have completed training on teaching the Foundation Stage and this has a positive impact on the methods they use to assist the children. Activities are planned to promote the stepping stones and these are evaluated and assessed. Staff also observe and record what the children are doing, how they learn and what interests them. The observations are collated and used to plan the next stages of the children's learning programme.

Children are taught in a variety of ways such as large and small group work and one-to-one teaching. Adults allow the children to take the lead and give instructions which means that children can express their own ideas and opinions. Key workers have detailed knowledge of the children in their groups but all staff are able to respond to the children. Children behave very well in response to staff's consistent approach which is based on praise and encouragement. Children are kept busy and their energies channelled into their work. The days are organised efficiently to make the most of the time available and staff spend most of the session working directly with the children. Staff are able to be flexible and adapt if a change benefits a child.

Children's mathematical skills are promoted through the recognition of numbers around the room and counting in everyday activities, such as sharing out the cups at snack time, counting the number of children in a queue and subtracting as they leave. Children are using numbers confidently in rhymes. The older children count beyond ten and can easily calculate the number of boys and girls in the group. Children are using comparative language such as 'big' and 'small' and can look and compare their heights through topic work. For example, drawing around their own bodies and looking at each other's results. Children are able to listen and respond to stories presented in an interesting and lively way by the staff.

Children have access to books and enjoy the stories read to them by staff. The wide variety of books are stored at child height and can be easily accessed. Children are able to concentrate as they sit and listen to stories, anticipating the sequence of events. Children recognise their names on their coat pegs and on their table mats however, there is limited use of labelling on everyday objects to reinforce letter recognition and help children understand that words have meaning. More able children are attempting writing for themselves and trying to add captions on their work.

Children are learning about the world around them. They are given many opportunities to examine and use everyday technology such as the computer, oven, cleaner and talking books. They are completing projects about themselves; what they were like as babies and how they

have grown. They are also growing mustard and cress, runner beans and spider plants. Children are learning about other cultures through topic work, celebrating festivals and tasting new foods. They are learning about their own village and the people that help them such as, the police, the crossing patrol person and medical personnel.

Children's creative development is fostered by the range of art and craft activities. Children can choose to paint and draw; they are allowed the freedom to express their own ideas and can mix their own colours. Occasionally they use pre-printed sheets which can limit children's flair, but this practice is being phased out. They play with dough and make their own models. Children are looking more and more at photographs to show them real people and objects. This is assisting them in their familiarity with plants and food. They enjoy dancing and listening to music. Music is played as the children complete their work and this adds to the liveliness of the sessions.

Children are very willing learners, they try new activities with assurance knowing that staff will praise their achievements. The staff and children have established a good rapport and this means that the children can approach them when they need assistance. They are able to wait their turn and be patient; they have formed firm friendships and can share. They show their feelings easily, their faces registering happiness, excitement and disappointment if not picked for a task. Children's personal, social and emotional development is well promoted and this contributes to children being happy and confident. Overall, children are making good progress towards the early learning goals.

Helping children make a positive contribution

The provision is good.

Children have developed sound relationships with adults and other children. They are aware of respecting each other's choices and can work together when completing tasks. Children access a good range of equipment that reflects diversity in the community. Children are learning about the wider world, customs and life styles. Discriminatory remarks are challenged through discussion. Boys and girls are able to have equal access to resources.

There is an awareness of the needs of children who require additional support and the designated member of staff has completed training. There is liaison with the area special needs coordinator. Children can access the building easily and staff are able to adapt resources to meet their requirements.

Children clearly understand the boundaries set by the staff and behave very well. Staff members are calm and consistent in their approach and their firm manner commands respect from the children. Parents are aware of the group's behaviour management policy and the methods that are employed by the staff.

Children and parents are welcomed by the staff members at the start and end of each day. Time is made to talk with parents should they wish to have additional information about their child's day. Parents are aware of the group's policies and receive a great deal of information about the daily routine through newsletters and the notice board. Parents are invited to come in and

spend time with the children during a session should they wish to do so. They can also join the parent helper rota.

Partnership with parents and carers of children in receipt of funded nursery education is satisfactory. Records of assessment are completed on the children however, from the feedback received, parents are only given moderate amounts of information regarding the children's nursery education. Some information is sought from parents about children's prior learning before entering the group and there are some opportunities for parents and carers to share information and observations about their children's achievements. However, this is not fully extended to ensure that their involvement and understanding of their children's progress is comprehensive. Parents are sometimes asked to use their knowledge to help their children with play and learning activities at home. There is information provided about the Curriculum guidance for the Foundation Stage and the six areas of learning, however, as parents are unsure of who their key workers are, they do not feel fully informed about expectations for their children.

Children are learning right from wrong, treating each other with respect and forming friendships. They are helpful and share their own experiences with each other. Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

The manager has eight years experience working at the group and has completed a range of courses to increase her knowledge. The group has a robust recruitment policy in place ensuring that children are safeguarded. The manager has a very stable group of staff in place. She and her team feel very confident about their working procedures and know how to organise the daily routine very well.

The team are united and create a welcoming atmosphere to ensure that children have a happy and interesting time with them. Monitoring and assessment of staff highlights training and development needs. Ratios are met and exceeded each day and this gives the staff time to spend with individual children; settling them, giving advice and talking about the activities. The manager is supportive of her team and ensures that they all feel valued and appreciated.

A great deal of work has been done to produce a comprehensive operational plan that both parents and staff can access. The aim of the plan is to encourage children to learn through play; to provide the resources to allow them to develop at their own rate. Policies and procedures have been reviewed to ensure that staff understand the need to keep children healthy and protected when they attend the setting. Paperwork is in good order and kept confidential. Parents can access information via the notice board, newsletters and discussion with staff members.

Leadership and management of nursery education is good. Staff members meet regularly to discuss children's progress and how to use the curriculum to full effect. The key worker role is fully developed. The manager and deputy take on most of the responsibility for ensuring the education programme is in place but ensure that all staff are involved in the delivery of the

plans. Training programmes are always being looked at to ensure that the staff are able to improve and update their knowledge and skills.

Planning is organised around the six areas of learning, and staff are using the plans with the children in receipt of funding for nursery education. Monitoring of the quality of education provided is ongoing. Weaknesses are highlighted by the manager and her staff and action is taken to overcome any problems.

Overall, children's needs are met.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration 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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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The quality and standards of the nursery education are good.

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):

- extend the promotion of children's understanding of health issues; to include the benefits of physical exercise, eating a balanced diet and keeping clean
- expand children's interest in books; help them recognise symbols, to spend time alone and with friends enjoying familiar pictures and stories.

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):

- expand the use of labels on everyday objects to reinforce recognition of letter formation and that letters carry meaning
- develop strategies to inform parents about the Foundation Stage and involve them in the learning process.

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