

# Langham CE Primary School Kids Dome

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY338691
<b>Inspection date</b>	22 March 2007
<b>Inspector</b>	Anne Archer
<b>Setting Address</b>	Langham C of E Primary School, Burley Road, Langham, OAKHAM, Leicestershire, LE15 7HY
<b>Telephone number</b>	01572 759 560
<b>E-mail</b>	
<b>Registered person</b>	The Kid's Dome
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional 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](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?

The Langham C of E Primary School Kids Dome was registered under its current management structure in 2006. It is run by a committee of school governors and operates from a portable building on the Langham C of E Primary School site in the village of Langham in Rutland. It serves the village and neighbouring communities. A maximum of 24 children may attend the sessional pre-school and the out of school clubs at any one time. Both operate during term time only. The breakfast club is open from 07:45 to 08:45, the pre-school from 09:00 to 12:30 and the after school club from 15:25 to 17:30. All children have access to a secure outdoor play area.

There are currently 31 children aged from two years six months to under five years on roll at the pre-school. Of these 23 children receive funding for nursery education. Children attend for a variety of sessions. The pre-school supports children with learning difficulties. There are currently 35 children of school age on roll at the out of school clubs. Some children are aged over eight years.

The Kids Dome employs five staff including the manager. Of these four hold recognised childcare qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's health is promoted effectively as the staff adhere to sound hygiene routines. This encourages children to learn about and adopt simple personal hygiene routines such as washing and drying their hands after going to the toilet and fetching a tissue to wipe their runny nose. All staff have attended paediatric first aid training and have current first aid certificates. They are confident to administer treatment in the event of an accident. Accidents are clearly recorded and procedures are in place for the recording and administration of medication to children. There are appropriate procedures in place for when children become unwell and parents have given their written consent for staff to seek medical advice or treatment in the event of an emergency.

Children develop physical skills as they take part in indoor and outdoor activities. They play running games and ball games and learn to manoeuvre trikes and sit and rides in the school play ground and when it is available, they are able to use the school hall and a range of climbing and balancing equipment. Children are well nourished and have good opportunities to learn about healthy eating as staff provide them with regular drinks and nutritious snacks. For instance, pre-school children are able to select their choice of fruit and a carton of milk mid session. In addition, drinking water is available at all times and parents have the option of purchasing a hot lunch for their children supplied by the school kitchen. Children attending the Out of School Club are offered a light snack and a drink such as sandwiches and milk shake as well as fruit. Staff are fully aware of and comply with children's individual dietary requirements.

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

The provision is good.

Children are safe and well cared for in premises that are safe, secure and suitable for their purpose. Staff ensure that the environment allows children access to a wide range of facilities to promote their development. Children use a wide range of equipment that is suitable and safe because the pre-school management provides furniture, equipment and toys that are appropriate for their purpose and the children's stage of development. They are clean, well maintained and conform to safety standards.

Children's safety is assured because the management team take steps to promote safety within the setting. Staff to child ratios are well maintained, the premises and outdoor play area are visually risk assessed on a daily basis and action is taken to minimise any potential concerns. An emergency escape plan is shared with parents and visitors and is practised regularly ensuring that both staff and children are familiar with the routine. All required procedures and permissions are in place regarding children's safety.

Children learn how to keep themselves safe because staff encourage children to consider personal safety. For instance, children are reminded to walk down the potentially slippery ramp to the playground and they learn how to use scissors safely. Children's well-being is safeguarded by staff's understanding of their responsibilities in relation to child protection recording and

referral procedures although the setting's written procedures do not acknowledge the national change to Local Safeguarding Children Boards.

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

The provision is satisfactory.

Children settle well at the pre-school. Children, parents and carers are warmly welcomed by staff. Staff make the environment attractive with displays of children's art work. Children gain confidence through routines and the relationships they develop with staff and other children. For instance, pre-school children look forward to circle time when staff explain what activities are available to them that day. Children develop their independence as they express their ideas during play using a range of resources which capture their interest, such as children cooking sausages on the stove in the role play area when it is set up as a camp in the jungle.

Children under three follow the same curriculum as children in receipt of funding for nursery education and there is currently limited differentiation for them although staff do provide additional support to enable them to take part in activities. Staff have recently attended training in the development and assessment of children under three in line with the 'Birth to three matters' framework but this structure is yet to be implemented.

Children attending the breakfast club and after school club are consulted by staff about what activities they would like to do. These include art and craft and other creative activities such as making bracelets with beads and Playstation games. They also welcome opportunities for outdoor play including ball games.

### **Nursery Education**

Children are happy, enjoy coming to pre-school and most show a positive attitude to learning. Most are confident and play well on their own and with others. Children behave well and most are starting to accept responsibility for their actions. Children are involved, motivated and engaged in a reasonable range of developmentally appropriate activities. Children are keen to offer their ideas and respond with interest to new activities when they are introduced to them by staff.

The quality of teaching and learning is satisfactory. Children are becoming confident learners and access activities independently. Activities take account of children's interests and are linked to the six areas of learning. Staff interact sufficiently well with children, usually talking to them about what they are doing and offering support as required. Staff make instantaneous observations of children at play and use these to assess whether children are meeting stepping stones towards the early learning goals and they update their Foundation Stage profiles accordingly. However, observations are not used to assess whether activities are providing the intended learning outcome or whether they need to be revisited to support individual children's learning.

Children have opportunities to use their imagination as they participate in role play often based on first hand experiences. For instance, a child enjoyed her impromptu role as a waitress, taking orders, bringing food, taking money and giving change. Children experiment with musical instruments as they play along to favourite songs and rhymes such as 'The Grand Old Duke of York'. Children enjoy looking at books alone or in groups and like listening to stories of interest such as one linked to their topic called 'Rumble in the Jungle'. Children learn about numbers through practical experiences such as at snack time when a child is chosen from each table to

give out cartons of milk or when they count the number of pieces their chosen fruit is cut up into. Children talk about and describe shapes during cutting activities and learn about quantity and measure when pouring drinks. They develop knowledge and understanding of the world when they participate in activities relating to the growth of themselves and other living creatures and when they learn about practices within their own and other cultures such as Chinese New Year and Mothers Day. Children take turns to access the computer where they operate the mouse to play games which support their learning of number and shape among other things.

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

The provision is good.

Children develop sound relationships with adults and other children. Staff work with parents and carers to meet individual children's needs and ensure they are fully included in the life of the pre-school and out of school club. Children show a sense of belonging, work harmoniously with others and make choices and decisions. These all contribute to the children's self-esteem and respect for others. Staff know children and their individual needs well and ensure they are provided with equality of opportunity. Children are learning to develop an appreciation of the diverse society in which we live through participating in activities about their own and other cultures and beliefs such as Chinese New Year and Mother's Day. Staff are pro-active in ensuring that action is taken to identify and support children with learning difficulties and disabilities and as a result children are able to receive appropriate support.

Children behave well and are polite as they respond to the praise and clear, consistent guidelines set by staff. Older children are familiar with and show some understanding of the golden rules while all children enjoy the security of routines. Staff deal with unwanted behaviour effectively taking into account individual children's level of understanding and maturity. When the occasion arises they discuss managing strategies with parents to ensure a consistent approach. Children learn to take turns such as when playing with the musical instruments, to share and be kind to each other. Some children are developing friendship groups. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. Children's care, welfare and development are promoted through strong, positive working relationships with parents. Parents' views about their child's needs and interests are sought before the child joins the setting and these are used to help settle the child. New parents receive a welcome pack, which is currently being updated, this explains how the pre-school and out of school club operate and includes copies of the setting's policies and procedures including how to make a complaint. As required, a complaints log is maintained and is available for parents to see at any time, although no complaints have been received. There are daily verbal exchanges of information between parents and staff and a parents' noticeboard and newsletters keep them informed about what is happening at the setting.

Parents of children in receipt of funding for nursery education receive written information about the Foundation Stage curriculum. They receive a written report on their child's progress annually and can access their child's development folder at anytime. However, there is currently no system in place for parents to share in the ongoing assessment of their child's progress or to help in identifying the next steps in their child's learning.

## **Organisation**

The organisation is satisfactory.

The organisation of the pre-school ensures that children are well cared for by suitable staff. Staff recruitment and appraisal systems are in place and personal development is encouraged. Practices within the setting protect children and effectively promote all outcomes for children. Space and resources are well-organised and all children are able to make choices and develop their ideas as they play. Staff support children well during activities and the free choice segment of the pre-school sessions allows children the time and space to initiate and develop their own learning. Time management and staff placement during pre-school snack is such that some children have to rush eating their fruit to be ready in time for outdoor play.

Leadership and management is satisfactory. The registered person oversees the management of the setting and the manager is pro-active in ensuring that the practice of all staff contributes positively to children's good health, safety, enjoyment and achievement and ability to take an active part in the setting. The management team have clear aims and are able to assess the strengths and weaknesses of the setting in relation to Every Child Matters outcomes but there is no system in place to monitor and evaluate the provision for nursery education. Overall, children's needs are met.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

There have been no complaints made to Ofsted since 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):

- improve outcomes for children under three by implementing an approach in line with the Birth to three matters framework
- ensure that the organisation of snack time allows children sufficient time to eat their snack

## **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):

- evaluate planned activities to ensure learning intentions are met
- provide opportunities for parents or carers to contribute to their children's assessment records and use assessments when planning for the next steps in children's learning
- continue to develop a system to monitor and evaluate the provision for nursery education.

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