

# Kirkby Mallory Pre-School Playgroup

Inspection report for early years provision

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<b>Unique Reference Number</b>	226425
<b>Inspection date</b>	06 June 2007
<b>Inspector</b>	Dianne Lynn Sadler
<b>Setting Address</b>	The Old School Room, Church Road, Kirkby Mallory, Leicestershire, LE9 7QE
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<b>Registered person</b>	Kirkby Mallory Pre-School Playgroup
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are inadequate - notice of action to improve.

### WHAT SORT OF SETTING IS IT?

Kirkby Mallory Pre-school Playgroup opened in 1998. It operates from The Old School Rooms in Kirkby Mallory Leicestershire. A maximum of 25 children may attend the pre-school at any one time. The pre-school is open each week day from 09:00 to 12.00 term time only. All children share access to a secure outdoor play area.

There are currently 42 children from two to five years on roll. Of these, 18 children receive funding for early education. Children attend for a variety of sessions. The pre-school supports children with disabilities and learning difficulties.

The pre-school employs five members of staff. Of these, three hold appropriate early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children are cared for appropriately in a clean, tidy environment. They stay healthy and thrive because staff follow acceptable policies and procedures which reflect current environmental health and hygiene guidelines. Procedures, such as staff wearing aprons when preparing and serving foods at snack time, help reduce the risk of infection. Children are learning to understand and are becoming aware of suitable health and hygiene practices through the daily routine. For example, they wash their hands before snack times and after toileting. Children receive appropriate care when they have an accident or become ill. All staff have received appropriate first aid training.

Children are sufficiently well nourished and benefit from a varied range of healthy, nutritious snacks. They enjoy fruit at snack time such as bananas and apples and can choose from a variety of drinks such as water and milk. Children can also help themselves to a drink of water throughout the session provided in a jug and placed in the playroom. The dietary needs of children are discussed with parents and recorded adequately, ensuring that children have their needs met appropriately.

All children are learning about the importance of a healthy lifestyle. They benefit from accessing fresh air and physical play experiences, both indoors and outdoors every day. Children enjoy playing in a stimulating outdoor play area which is divided into two different areas. In one area children develop their physical skills by riding wheeled toys such as bikes, scooters and trikes. Whilst in the other area they enjoy playing on the slide and play in the sand-pit. Children are able to rest and be active according to their needs. For example, they can select quieter activities such as reading books on a settee in the book corner.

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

The provision is satisfactory.

Children are cared for appropriately in a welcoming and safe indoor and outdoor environment, which helps them feel secure and comfortable. Children move around with ease which helps them to settle and feel confident. A clear and concise risk assessment is carried out on the premises and equipment by senior staff annually and recorded appropriately. All hazards have been identified and minimised, protecting children from the risk of accidental injury. Effective policies and procedures are in place to ensure children are kept safe. For instance, children are well supervised at all times.

Children use good quality, suitable and safe furniture, equipment and play resources, appropriate to meet their different needs. Resources are easily accessed by children, for instance cameras and mobile phones are available on a low-level shelf, therefore developing children's independence. Children are learning how to keep themselves safe. They practise the emergency evacuation procedures every half term and discuss stranger/danger.

Children are sufficiently protected from harm because staff have a satisfactory understanding of their role in child protection. Staff are aware of what action they are required to take if they had a child protection concern about any of the children. However, children's welfare and safety is compromised as the procedure to be followed if an allegation is made against a member of staff is not appropriate.

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

The provision is satisfactory.

Most children settle well and are confident in the setting due to sufficient support from caring staff. Those children that arrive distressed are comforted appropriately by staff who give lots of cuddles and re-assurance. Children enjoy their time in the pre-school and benefit from positive relationships with both adults and each other. They benefit from a stimulating and interesting environment in which they are happy, content and secure. Children enjoy seeing their work displayed within the pre-school, which successfully promotes their self-esteem and confidence. Children are involved in a wide range of activities and spontaneous events, which support their development and learning. They play imaginatively in the role play corner preparing dinner and feeding the babies. They enjoy making pictures out of collage materials and paint pictures at the easel. Children are encouraged to choose what they want to do and confidently move from activity to activity. As a result their independence is successfully promoted. Staff observe some of the children's development and record observations in notebooks. However, there are no effective assessment records for children under four years. Consequently not all children receive sufficient challenges and may not reach their full potential.

### **Nursery Education.**

The quality of teaching and learning is inadequate. The staff do not plan to teach the content of the areas of learning to funded three year olds within the setting. Although they can choose to be involved, these children are not sufficiently included and their progress and learning is significantly compromised. Planning is not sufficient. It does not include funded three year olds, does not give guidance to the staff, show learning intentions of the children and is not guided by the assessments of children's progress. Therefore the individual needs of many children are not met and their learning is significantly compromised. However, staff have a sufficient knowledge of the early learning goals and stepping stones. They spontaneously teach the content of the areas of learning through a wide range of activities and experiences and many four year old children are making satisfactory progress.

The assessment procedure is inadequate. Observations of the children's development are not used effectively to help staff plan for the next steps in children's learning. Although Staff record some of their observations in children's individual notebooks, this information is not consistently transferred to all of the children's assessment records. The assessment records are not completed for the funded three year olds and do not give a clear picture of progress four year old children have made. This is because they are not always dated or completed on a regular basis. They do not show the starting points of children when they enter the Foundation Stage and do not include a contribution from parents. This significantly compromises the progress all children make.

Staff use a satisfactory range of teaching methods to maintain children's interest. Staff know that the children learn better when they are happy and relaxed. They ensure children are well settled before they concentrate on their learning. Staff sit with children, ask questions and offer appropriate support when needed. Staff effectively help raise children's awareness of the community and the wider world and there are a good range of resources to promote this. Children are motivated and keen to learn.

Children show a strong sense of belonging as they greet staff on arrival. They are interested and motivated to learn as they engage in their play and select and carry out activities. Children's independence is being developed as they select fruit for their snack and pour their own drinks.

All Children behave well, responding positively to the boundaries set and are developing positive relationships with each other and with adults. Some children can speak clearly and confidently, sharing their experiences, whilst others are able to make themselves understood through their actions. Children benefit from seeing print in the environment and show a good interest in books. They handle them appropriately and enjoy telling the story by looking at the pictures. Most children recognise their names as they select their name cards as they arrive and are able to link sounds to letters. For instance, at registration time some children know 'J' is for 'June'. Children are developing good writing skills as they attempt to write their names on a piece of paper. Some know how to form letters correctly and use writing for a purpose. For instance they write in diaries and notebooks in the role play corner.

All children understand and confidently use numbers in their play and can count up to 10 with ease. Older children are developing their counting skills further by confidently counting 14 children at registration time and up to 20 children with adult support. Children demonstrate that they are developing an understanding of shape and size and measure. They create collage pictures on paper shaped as triangles and squares and use scales to weigh plastic teddy-bears. Older children's exploration of shape is further developed when matching pictures and letters whilst playing the Lotto game. Children use calculation and explore 'more than' and 'less than' in various situations. When counting 20 children they discuss one more makes 21. Children develop an initial sense of time and place. They discuss what they ate for breakfast this morning and what they did with their parents over the holiday week. Children explore and investigate objects, materials and living things. They make boats out of different materials and test whether they sink or float in water. They also explore what seeds need to help them grow and take sunflower seeds home to plant in the garden. Children enjoy going out into the community and visit local places of interest. They visit Mallory Park and buy milk from the local shops. Children benefit from identifying features in the place where they live by using maps. Children are learning about everyday technology. For instance, they develop their skills using the computer and mouse and explore everyday items such as cameras, mobile phones and weighing scales.

Effective use of the indoor and outdoor space, helps children develop their physical skills. Children move confidently, when negotiating their way around the main room and when playing outdoors. Children develop their skills when riding wheeled toys outdoors and develop control when they use traffic lights to indicate whether they should stop or go. They travel under, over and through when using the parachute or negotiating an obstacle course. Children use one-handed tools competently as they paint their pictures and use scissors for cutting. Children also benefit from music and movement sessions. They enjoy playing the 'Bean' game when they pretend to be a 'runner' bean or 'baked' bean. Children are able to express themselves freely and use their imagination through creative activities. For instance, they decide to make a ship out of cardboard boxes and use it when pretending to be pirates. Children are exploring colour and texture. They discuss the colour of the t-shirts worn by teachers and they paint pictures using gold, silver, pink and purple. Some children are able to name a wide range of colours as they mix the paints at the easel. They explore different materials such as sponge, net, string and tissue paper when creating collage pictures.

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

The provision is satisfactory.

Effective relationships with parents ensure children receive appropriate care consistent with home. Parents share information about children's care, preferences, cultural and religious needs, which is recorded adequately. Satisfactory procedures ensure both parties are well informed.

For example, parents benefit from receiving a written prospectus, which is being updated and have access to a parents folder which includes information about all policies in place. However, the procedure to manage complaints is not appropriate and there is no system to record complaints. This potentially compromises children's welfare and safety.

Clear, concise policies work effectively in practice to promote equal opportunities for all children. They enjoy positive relationships with the staff and with each other and feel a sense of belonging. This develops good self-esteem and helps children feel confident. All children are warmly welcomed in the setting and fully included. They are valued and respected as individuals and have their individual needs met appropriately. There are good procedures in place, reflective of the Code of Practice, to ensure children with disabilities and/or learning difficulties are supported well. Staff work closely with parents and other professionals to ensure children's needs are understood and met appropriately.

Children are being made aware of the wider society. Staff ensure that the resources positively represent the children who attend as well as the wider world. For example, posters displayed show people of other cultures and with disabilities. Children are made aware of all celebrations and festivals. They enjoy making money purses to celebrate Chinese New Year and make candles for Diwali.

Children's confidence and self-esteem is being developed well by staff with the use of praise and encouragement throughout the day. This is further promoted by children's work being valued. For instance, when children proudly show staff pictures of their handwriting they are displayed, at the children's request, on the wall. Children are learning to understand responsible behaviour. They take turns, share play resources and show respect for others. This helps to ensure children's spiritual, moral, social and cultural development is fostered. The behaviour policy is appropriately written, understood by staff and effective in practice. Therefore, children's behaviour is managed well, promoting their welfare and development.

The partnership with parents and carers of funded children is inadequate. Although parents receive some information about the Foundation stage curriculum in the pre-school prospectus and regular newsletters, some feel unsure of the educational programme being delivered. The topics and activities planned are not always shared and discussed with parents and some are not aware of the key worker system. Some parents feel unsure where to obtain this information, resulting in children's development in the six areas of learning not always being fully supported at home. The procedure for informing parents about their children's progress and achievements is not effective. Some parents are not aware of the assessment procedure in place and have not had the opportunity to discuss their children's progress or share observations made at home. Therefore the next steps planned for children's learning may not be appropriate. However, parents are actively encouraged to become involved in their child's learning in meaningful ways. This helps children make a positive contribution. For example, children select books to take home and read with their parents and they are encouraged to bring in items from home to support the colour of the week.

## **Organisation**

The organisation is inadequate.

Children are cared for by staff who are experienced, well established and committed to their well-being. Staff work well as a team, providing a stimulating and interesting environment conducive to the care of all children and the teaching and learning of some children. The recruitment procedures are good and all records are in place, which effectively supports children's

safety. There is a vetting procedure to ensure staff are suitable to care for children but is not sufficient. It does not ensure staff are medically suitable to work with children. This potentially compromises children's safety and welfare. The level of qualified staff working with children is sufficient and there is a commitment to ensure staff develop their skills and knowledge by attending training courses. This has a positive impact upon children's care and experiences. Records and documentation in place are available for inspection and shared with staff and parents.

The leadership and management is inadequate. The manager is not aware of some of the inadequate systems in place, such as the procedure to deliver the curriculum to the funded four year olds only and the inadequate assessment procedure. There is also no system in place for the manager to monitor and evaluate the nursery education provision and quality of teaching. This limits the opportunities for staff to discuss or improve their practice and results in the learning and progress made by some children, especially the funded three year olds, being inadequate. However, staff are motivated and have developed a supportive team approach, aiming for good quality education for some children. There is clear leadership within the setting and the staff are committed to improving nursery education.

Overall, the provision does not meet the needs of the range of children for whom it provides.

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

Care.

At the last inspection the pre-school agreed to devise and implement a system to record any incident of physical restraint. No improvement has been made. However, there have been no incidents since the last inspection and there is a commitment from staff to put this system in place. Therefore children's welfare is protected.

The pre-school also agreed to ensure there are procedures in place in the event of a lost child and to keep a written record, signed by parents, of medicines given to children. Acceptable improvement has been made ensuring children are cared for safely. There are now appropriately written policies and a good understanding of how to record medicines administered.

The pre-school finally agreed to revise the child protection statement to ensure it complies with the procedures to be followed in the booklet 'What To Do If You Are Worried A child Is Being Abused'. Some progress has been made as there is now a written policy in place. However, children's safety and welfare is still compromised. The procedure to be followed if there is an allegation made against a member of staff is inappropriate and needs further improvement.

Nursery Education.

At the last inspection the pre-school agreed to review the organisation of the session to make sure time is used to good effect to support children's learning. Sufficient progress has been made with a re-organisation of registration time. Children now have time to complete their chosen tasks before sitting down to registration or can choose to return to them after registration.

The pre-school also agreed to ensure all staff have a knowledge and understanding of the Early Learning Goals. Satisfactory progress has been made with all staff having a sufficient knowledge of the six areas of learning and the stepping stones. They are all involved in delivering the curriculum, which improves the experiences and progress made by some children.

The pre-school agreed to provide opportunities for parents to become involved in their children's learning and to develop the use of observations to assess and plan next steps in learning. Improvement has been made in some areas but it is still insufficient. Parents are now actively encouraged to become involved in their child's learning in meaningful ways which helps children make a positive contribution. However, observations are still not used effectively to assess children's development and plan their next steps in learning, which significantly compromises the progress all children make.

### **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 the 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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are inadequate - notice of action to improve.

### **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 there are effective procedures in place for checking that staff are medically suitable to work with children
- ensure child protection policy includes an appropriate procedure to be followed in the event of an allegation being made against a member of staff or volunteer
- observe what children do and use observations to plan next steps for the children's play, learning and development
- improve knowledge and develop a system for the management and recording of complaints, in line with regulations.

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education, the registered person **must** take the following actions:

- ensure assessment records are completed for all children, show starting points of children's development, gives clear picture of progress, used to plan next steps in learning and includes parental contribution
- detail how the provision for nursery education and quality of teaching is monitored and evaluated



- ensure the curriculum is delivered effectively to all funded children
- ensure planning gives good guidance to the staff, meets the individual needs of all children and includes the learning intentions for all children.
- ensure parents of all funded children receive information about the educational programme, are informed of their children's progress and their views about their children's development is sought, valued and acted upon.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

The Department for Education and Skills and the local authority have been informed.

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)