



Kingswood Pre school

Inspection report for early years provision

Unique Reference Number	EY297879
Inspection date	22 June 2005
Inspector	Lisa Paisley
Setting Address	Clay Hill Road, Basildon, Essex, SS16 5AD
Telephone number	
E-mail	
Registered person	Kingswood 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 satisfactory.

WHAT SORT OF SETTING IS IT?

Kingswood Pre-School is run by a partnership. It opened in 1970 and operates from a local community hall owned by Basildon District Council. It is situated a short distance from the town centre Basildon, Essex. A maximum of 26 children may attend the pre-school at any one time. The pre-school is open each weekday from 09.30 to 12.00 and 13.00 to 15.30 Monday, Tuesday and Thursday, term time only. All children share access to a secure enclosed outdoor play area.

There are currently 67 children aged from 2 to under 5 years on roll. Of these 31 receive funding for nursery education. Children come from the local area. The pre-school supports a number of children who require additional support and also supports a number of children who speak English as an additional language.

The pre-school employs 7 staff. All of the staff, including both managers hold appropriate early years qualifications. Two staff are currently attending training.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn the importance of good personal hygiene through well organised activities and routines. They wash their hands after using the toilet and before eating their snack. Children are protected from infection as staff are well informed about children's health care matters and they rigorously implement good health and hygiene practices. Most of the staff hold a first aid certificate.

Children enjoy a very good range of energetic physical activities both indoors and out, as a result children's concentration levels are good when participating in focused activities that require sustained concentration. They develop self confidence in their physical skills as they use a wide range of indoor and outdoor toys and equipment contributing to children's healthy lifestyle.

Children benefit from a healthy diet. They enjoy the cafeteria and drink arrangement. Children confidently chose when they want a drink and help themselves to a healthy fruit snack. Younger children are regularly offered drinks to ensure none remain thirsty. Staff take account of the wishes of parents. Children are introduced to a range of new foods with permission from parents.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a very clean, well maintained environment. The good organisation of well maintained toys and equipment means children can move around safely and freely to independently access available resources from tables, trays and boxes at child height.

Children benefit from a good range of safety measures, such as daily risk assessments, regular fire evacuation procedures and a secure outdoor play area. They develop a good awareness of safety through practising emergency evacuations every half term and staff discussing the reasons for this with children. Sensitive reminders such as a request to pick up toys from the floor to prevent someone from tripping over, increase children's awareness of everyday safety in the setting.

Children are well protected as staff have attended appropriate training and show a good understanding of the procedure to follow with any concerns.

Helping children achieve well and enjoy what they do

The provision is good.

Children take part in a good range of activities though out the session. Two- year olds are confident in the setting and in their relationships with each other and the staff. They play happily with each other and staff, learning to take turns and respond to others as they use puzzles, games and books. Staff give a high importance to the young children in the group and will re evaluate their practice to meet the needs of the younger children. Staff have obtained of the Birth to three matters framework which will shortly be implemented, parallel with the Foundation Stage. Children become confident communicators as they share ideas in their play, for instance small world toys to make up imaginative stories and improve their communication skills in singing and musical activities. Children make connections in their learning as they freely explore magnets, soil and different textures. Their regular use of a wide range of creative materials, such as gloop, paint and pencils encourages them to represent their experiences, feelings and ideas in a variety of ways.

Nursery Education

The quality of teaching and learning is satisfactory. Children are progressing well, supported by the staff team's confidence and knowledge of the Foundation Stage. Planning is comprehensive including differentiation and evaluation of activities and covers all areas of learning.

Children's achievements are clearly linked to the stepping stones. Staff use on going observations well to plan the next steps for their learning. Good use of observation and assessment also means that children are challenged appropriately. Staff respond to children's questioning with open ended answers creating opportunities to extend children's learning, such as children playing with soil and flowers in a large tray and staff asking the children what helps make the flowers grow. Encouraging children to think about the world around them.

Children show a sense of belonging as they greet each other and staff on arrival. They are actively involved in play and activities throughout the session. Children have a good level of independence, freely selecting equipment for themselves and taking responsibility for their personal care. Children work in large and small groups and are encouraged to think for themselves, selecting activities and resources and taking care of their personal hygiene. They move freely around the setting responding well to child led and adult initiated activities. Children are keen to communicate. They listen well and follow simple instructions and some children talk their activities through and develop a story line. However, there are limited opportunities for older and more able children to write their own name, labels or captions. Children use the book corner well throughout the session, however, there is limited use of information books encouraging children to make links in the world around them.

Older children count confidently to 10 and beyond and staff encourage them to count and use number language during everyday situations, such as bouncing the ball and counting out their fruit. However, maths language could be extended further to

develop children's understanding of more than and less than. Children are able to freely explore everyday items and learn through practical play with items such as magnets and computers allowing them to acquire knowledge of their environment, keeping their learning interesting and relevant. Regular trips, outings and visitors to the group expand on this further so that children become aware of the local community, time and place.

Children concentrate on activities for long periods of time. They are confident to take risks in their learning, trying new and less familiar activities without fear of failure. Staff praise and encourage children to try new things for themselves and continue to practise and develop their skills.

Helping children make a positive contribution

The provision is good.

Children are valued as individuals. They develop a positive attitude to others and gain a good understanding about the wider world and community. They celebrate festivals and have access to a range of play resources which show positive images of a diverse society such as dressing up clothes, puzzles, books and a good range of play people which include grandparents and people with disabilities.

The setting has effective arrangements to care for children who require additional support. Children behave well. They understand right from wrong through consistent boundaries, praise and the age appropriate methods staff use to manage behaviour. Staff encourage children to resolve their differences which helps them learn to share and take turns. Children develop self-esteem and respect for others and they are aware of the needs of others. Older children show concern for younger children in the group.

Partnership with parents is satisfactory. Staff are approachable and professional in their duties and regularly share information with parents. Parents obtain information about the early learning goals through the welcome pack, newsletters and the notice board. Staff are currently considering ways to introduce formal meetings with parents, enabling them to become more involved in their child's development and linking their learning experiences into the home.

The setting fosters children's spiritual, moral, social and cultural development.

Organisation

The organisation is good.

Induction, training, policies and procedures are very good and work well in practice to keep children healthy and safeguard their welfare. There is one small amendment required in their documentation, regarding their behaviour management policy. All the staff are fully involved in the day to day running of the group. They have clear roles and responsibilities and staff are very effective in carrying this out.

Staff have a sound awareness of the Curriculum Guidance for the Foundation Stage

and how to apply this in practice to support children's development. They have successfully identified areas to improve the setting, such as introducing a snack bar, ensuring children can play and rest accordingly and a ticket system for the trampoline. Clear comprehensive activity plans are used to support and develop children's learning, ensuring all children experience a wide range of play activities. A good key worker system is in place, ensuring all children's developmental progress and learning is monitored effectively. Therefore, the leadership and management of the group is good.

Overall, the needs of all the children are met.

Improvements since the last inspection

This is the first inspection since registration - care inspection not applicable.

An S122 inspection was carried on 12/07/2004, 3 key issues were raised at the inspection.

Overall the group has made good progress in 2 key areas. Children's independence is being fostered well. Children help themselves to snacks and drinking water and they go to the toilets independently. Children have access to a range of resources reflecting diversity, such as books, puzzles and a good range of play people. Diversity is also incorporated into activity plans.

Although some progress has been made in developing children's mathematical skills staff are progressing this further to extend this area of learning.

Complaints since the last inspection

There are no complaints to report

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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):

- extend the written behaviour management policy to include bullying, which states methods used to manage children's behaviour

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):

- provide more opportunities for children to develop their writing skills and increase the range of information books available to children
- increase the use of mathematical concepts and the reinforcement of basic, everyday number skills through daily routines.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk