

Kinder Kids Pre-School

Inspection report for early years provision

Unique Reference Number 206804

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Inspector Yvonne Layton

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Registered person Kinder Kids 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?

Kinder Kids Pre-school was registered in 1991. It operates from the hall of St Matthews Church in the centre of the village of Hayfield, Derbyshire. The pre-school is registered for 20 children aged three to five years and is open Monday to Friday 09:00 to 12:00 term time only. There are currently 19 children on roll and all of these are in receipt of funded education. Children attend from the village and surrounding area.

Two staff are employed to work directly with the children and both hold relevant childcare qualifications. The setting is managed by a voluntary committee of parents and the staff are supported by a duty rota parent.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because the staff follow effective procedures and practices which meet children's, nutritional, physical and health needs. The strong adult support and guidance helps children gain a sound understanding of hygiene and a real desire to become increasingly independent. The children are well used to the established routine of washing their hands prior to and after snack and activities. They learn about good hygiene through staff's consistent reminders, themes and being encouraged to assist in appropriate jobs such as clearing away after activities and snack. Children visit the toilet independently with staff providing unobtrusive supervision.

The needs of children are met effectively if they require medication, have an accident or are sick. Appropriate policies are in place and records are maintained for accidents and incidents. There is a system prepared in the event of any children requiring medication. Staff hold appropriate first aid certificates and first aid boxes are readily accessible.

The children are developing a good understanding and positive attitude to healthy eating, nutrition and food both in routine and themed activities. Independence and self-choice is encouraged as each child brings into the setting a piece of fruit for snack and their own water bottle. Snack is a social occasion accompanied by a lively discussion about the food, fruit and the children's favourites. This is supplemented by the children eating the items they have cooked and baked during a weekly food technology activity. Children are well supported to learn about themselves and healthy living through planned themes. For example, as part of a 'hospital' theme a doctor visited and the children explored a 'heart' and learnt about what happens to their bodies.

Children explore, test and develop physical control in stimulating daily indoor and outdoor experiences. They learn about themselves and their bodies through planned themes and activities. These include, action rhymes, drama and music and movement both planned and spontaneous. For example, the children undertake physical activities within a theme, including, a treasure hunt and an obstacle course. Children participate in group games, such as, parachute play. They are able to undertake physical challenges outdoors by activities within a secure outdoor play area and involvement in community activities, including, a sponsored cycle ride and the setting holds a yearly 'Sports Day'.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from a welcoming, clean and appropriately well-maintained environment. The provision is decorated with themed displays, including, children's own creative work. They have access to a wide range of resources, toys and equipment that meet their developmental needs well. The staff monitor and keep records of the maintenance of play materials, equipment and resources to ensure they are safe and clean for the children to use.

Children are cared for in a setting where risks are identified and minimised and all reasonable steps are taken to ensure they are cared for in a secure environment. Staff have undertaken Health and Safety training and maintain detailed risk assessments and a daily tick list to ensure children are kept safe. Clear fire evacuation procedures, fire drill practices, a visit from the fire

brigade and discussions with the children about fire safety ensure they develop a sound understanding of the need for fire safety and are kept safe. They are actively learning about personal safety by themes and staff's consistent expectations and discussion. These include, road safety and self-care as planned topics. To further enhance safety the children learn about the correct use of equipment, for example, they were involved in undertaking a risk assessment prior to using the overhead projector.

Children's welfare is well protected as the staff have good knowledge and a clear understanding of their role and responsibilities with regard to the safeguarding children procedures. The procedures relating to safeguarding children are made available for parents. The role and responsibilities of parents who work as volunteers in the pre-school are clearly defined ensuring children's well-being is protected.

Helping children achieve well and enjoy what they do

The provision is outstanding.

All of children are extremely settled in the pre-school and have a very friendly relationship with the staff. The children are very confident and keen to access the extensive range of play activities, the majority of which are planned from children's interests. The pre-school is focused on developing the whole child, individual learning and growth is extensively well supported. Staff are very enthusiastic and activities are undertaken with a sense of fun. Children are encouraged to experience activities that stimulate all of the senses. The mix of focussed planned activities, for example, circle time, outside play and free choice play ensures children develop independence as well as becoming used to routines and working together. During circle time the children readily join in, are able to recall previous experiences and relate personal stories.

Children become independent as they choose to access the activities themselves and there is a 'Child Helper' who has a free selection of an activity daily. Staff promote learning well through supporting children when required and their expert practice of knowing when to stand back and let children develop their own ideas, such as with creative and role play. Children's developmental progress is noted by observations throughout the session.

Staff verbally share information regarding the child with parents or carers each session. Parents are aware they can see the written records at any time and there are opportunities for parents to share ongoing developmental progress made at home.

Nursery Education.

The quality of teaching and learning is outstanding. Children make excellent progress towards the early learning goals as staff have a superb understanding and knowledge of the 'Foundation Stage'. All areas of learning are integrated within activities and themes, which are child-initiated and planned focussing on their interests. Areas of learning are continually re-visited within the activities to ensure that the children's learning is sound. Staff are extremely clear about the aspect of learning the activities relate to and record children's achievements on an ongoing basis. Detailed, workable, evaluated planning is in place, with a focus on gaining a clear picture of children's interest and observations of the children. Planning is flexible to meet children's spontaneous interests, unexpected events and occurrences. The planning and daily routine is adjusted to meet the children's needs and enhance their learning. For example, snack is delayed if children are engrossed in an activity and a theme may continue and diversify over many weeks as children develop ideas. This includes, a 'castle' theme which lasted many weeks. Initially the theme developed from a child's visit to a castle on holiday. This resulted in a castle topic where

children researched 'living in a castle', they made castles from a variety of media, including, cardboard and construction sets. They experimented and made workable drawbridges. The topic developed into dressing up as 'Kings and Queens', baking tarts for the 'Queen of Hearts', holding a 'feast' and a 'joust'. All this ensures the children are very stimulated, animated, excited and flourish with their learning. Assessments are an ongoing record of children's achievements and obtained using planned activities and themes and spontaneous observations. There is a detailed record maintained of areas for the child's future learning and how they will be progressed to fully develop their potential.

Children are enthusiastically challenged by staff that use open ended questions to develop potential effectively during such activities. They readily question and challenge. Staff are expert at stepping back and giving children time and opportunity to clarify, think and reason, for example, staff physically 'sit back' and allowed 'silences' during a discussion at group time. A group of three-year-olds held detailed discussion, supported by an adult who only became involved at opportune moments to challenge and expand their thinking. This demonstrates children have an exceptional positive approach to new experiences and can use thought processes as they explore, investigate and reason.

Children are well behaved and eager to try new experiences. They are animated when suggesting their own ideas for play or relating experiences. They relate well to their peers, staff and visitors, demonstrating confident personalities.

Children are developing good recall as they listen to rhymes and stories, such as, the children spontaneously acted out 'Three Billy Goats Gruff' after they had previously heard the story, enhanced by the staff using a story tray. They respond eagerly to staff questions, for example, 'Why does the Billy goat cross the bridge?' To which the child representing the goat responded 'To eat the sweet green grass'. Children have access to a range of mark-making activities, including, wipe-off boards, mark-making in sand, within imaginative play and on a free choice mark-making table where there is a wide range of different pens, crayons, chalks and pencils. Children form recognisable letters and some can write their name competently. They learn new words due to the consistent staff interaction as they play and discuss during planned and spontaneous activities. Children's vocabulary is enhanced as parents are provided with a 'vocabulary' list for themes, such as, for a pirate theme.

Children are developing a strong love of books as they have lots of opportunity to enjoy them both individually and within a group. There is a comfortable story area where they readily sit alone or in small groups. The setting has an extensive range of books, including reference books. These are supplemented by story-trays. Activities, displays and craft activities support the books.

Children have a excellent understanding of mathematics. The environment is extremely number rich. They spontaneously use their knowledge effectively during play. Themes are undertaken which include the development of children's mathematical skills. For example, the children developed a theme from a spiders web. Within this they investigated spirals, length, shape and other mathematical concepts. Staff are skilled at introducing mathematical concepts within routine activities, for example, at registration, the children counted how many children were present. The staff member asked the children, 'if A was here how many children would there be?' 'If A and C were here how many children would there be then?' She gave the children time to consider and they easily came to the right answers.

Children are developing a strong awareness of the needs of others, for example, children support and help each other. They respond positively to the settings 'rules' which focus on positive reinforcement, such as, 'we share' and 'we play and learn together'. The needs of creatures of the natural world are beginning to be understood as children enjoy the varied topics presented by staff, such as they observe frog spawn turn into tadpoles and frogs. This is extended, along with their technology skills, as they had access to magnifying glasses to observe their development. Children also develop their understanding of technology as they have access to a range of resources including; keyboards, play telephones and tills and remote toys. They learn about light and shadow by using an overhead projector.

Children learn about their local area, family life and what celebrations occur in other cultures. They are involved in the local community activities, such as, May Day celebrations and they make the display for the 'children's' well at the Well-dressing festival. They learn about the world around them by celebrating cultural festivals, which are supported by creative activities, and topics, such as, where people live.

Children's physical development is strongly promoted through a balanced programme of activities. Their fine manipulative skills are significantly enhanced through the use of an extensive range of small resources, such as, using scissors during craft activities and using chop-sticks when food tasting. Outdoor play and outings provide opportunities to run freely, balance, catch and throw and kick balls, all of which children enthusiastically engage in and are fully supported to develop their potential.

Children have very stimulating opportunities to develop their creative experiences as they have access to an extremely varied range of craft, role play and activities on a free choice and planned basis, including, an extensive range of different art techniques, including, making clay plaques for the community, marble and glass painting. They have wide opportunity to explore texture through activities using textiles, pebbles and other natural resources. Children's creativity is extensively enhanced by the involvement of a local artist who promotes children's learning and pleasure with different drama, art and craft techniques. Children freely explore and experiment. Whilst adults are there to support them free expression is positively encouraged. Children readily make their own decisions regarding the design and the content of their work.

Musical opportunities are varied and wide-ranging. This includes an extremely music sessions and daily singing and rhyme sessions. Children have opportunities to experience a wide range of music including a classical music, music tapes for dance and drama sessions. Role play is used extensively within the setting, children freely and expressively expand and explore using their imagination thus promoting overall learning to enable them to reach their full potential.

Helping children make a positive contribution

The provision is good.

Children's opinions are actively sought, very valued and their interests and needs are put first. Self-esteem and self-worth is well promoted as they are respected, encouraged and stimulated by adults who put them first. The provision is child-focussed with child-initiated planning. All children have access to all activities. Staff use discussion with parents and carers and outside agencies, when necessary, to ensure specific individual requirements are met. The needs of children who have learning disabilities and/or difficulties are recognised and met sensitively. Staff are well supported by an appropriate policy regarding learning disabilities and/or difficulties which details how the service will be provided to children.

Children develop a good understanding of how everyone positively contributes in society. Resources which promote and represent the wider community are widely available including, through books, theme boxes and craft work which effectively enhances the children's awareness. However, because children's personal records do not contain sufficient information, in relation to culture/religion potentially children's personal needs may not be fully met. Children's spiritual, moral, social and cultural development is fostered.

Children develop a sound sense of independence and self-worth as they are encouraged to share, take turns and follow the pre-school boundaries as they progress through the developmental stages. Children are involved in the rule making. They respond to staff's consistent reminders naturally. The use of praise, encouragement and positive reinforcement contributes effectively to the children developing good social skills and a sense of belonging to a wider family group.

Children's well-being is supported as all parents and carers receive information about the services provided and how their child will be cared for. They have free access to the settings policies and procedures. Regular newsletters are presented and parents receive information both written and verbal regarding activities. There is very strong parent involvement within the setting, including, an active daily parent rota and parents share their skills by contributing to themes and activities. Although, there is a complaint procedure which is accessible to parents, there is a potential impact on children's welfare as there is not a recording system in place in the event of a complaint from a parent.

The partnership with parents and carers of funded children is good. Parents are kept well informed about what their child has achieved and themes to be undertaken, they have opportunity, both written and verbal to comment on and share their child's progress. However, although there are opportunities for parents to be involved in relevant activities at home, particularly relating to themes, they are mainly on an ad-hoc basis, therefore partnership with parents and opportunities to aid children's experiences is not fully promoted. Parents have free access to their child's assessment records and are provided with the completed folder, including photographs, when they leave the setting. All documentation is supported by informal discussion about their child's progress and achievements.

Organisation

The organisation is good.

Overall, the provision meets the needs of the range of the children for whom it provides. This is a strong provision. It is successful at making sure that the outcomes for children are positive. The child care practice is effective. Children are in the care of qualified, experienced staff that support them well to ensure they are happy and settled in the pre-school. They positively benefit from a staff team that are pro-active in promoting, accessing and evaluating training and their own skills. The enthusiasm of the staff is reflected on the children therefore their learning and enjoyment is significantly enhanced.

The organisation to operate the pre-school is strong. Detailed child focussed planning, flexibility of activities and the use of resources ensures children's time in the setting is fun, worthwhile and challenging. There are a variety of regular staff meetings. Planning is completed by all of the staff and fully evaluated. Responsibilities are shared and contribute to the pleasant atmosphere, created by the staff team, in which the children learn and play.

Leadership and management for nursery education is good. The three and the four-year-olds are making solid progress towards the early learning goals. The leadership of the setting has a clear vision for the setting to support the children in their personal development to reach their potential and celebrate their achievements. The staff team is forward thinking in recognising the provisions strengths and weaknesses and there is an enthusiastic commitment to address areas for improvement.

The welfare, care and learning of the children is well promoted through the maintenance of records, policies and procedures for the efficient and safe management of the provision. Documents are stored securely and safely in order to ensure children's privacy.

Improvements since the last inspection

At the last inspection the setting agreed to ensure the child protection policy includes a statement on the procedure to be followed should a complaint be made against a member of staff. Children's welfare is protected as the procedure to be followed should a complaint be made against a member of staff is appropriate and within the settings safeguarding children policy.

At the previous education inspection there were no key issues. However, the setting agreed to consider providing more opportunities for children to recognise their name. Children's learning is supported as there are wide opportunities for the children to see and recognise their own names. These include, individual name cards, names on creative work and children answer to their own names at registration.

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 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 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):

- actively promote equality of opportunity and anti-discriminatory practice for all children by ensuring children's records contain information relating to their culture and religion
- ensure a recording system is in place in the event of a complaint from a parent

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):

- enhance further the positive partnership with parents by continuing to develop links between home and the pre-school with particular reference to the sharing of relevant activities to continue some play and learning activities at home.

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