

Kingsmead Pre School

Inspection report for early years provision

Unique Reference Number	463233
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Type of inspection	Integrated
Type of 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?

Kingsmead Pre-school is a registered charity and is run by a committee. It opened in 1991 and operates from two rooms in a single storey building within the grounds of Wheatcroft School. A maximum of 26 children may attend the pre-school at any one time. The nursery is open four days a week term time only from 09.00 to 11.30, Monday to Thursday. A lunch club operates from 11.30 to 13.30 for children who attend the pre-school and Wheatcroft school nursery. All children share access to an outdoor play area.

There are currently 26 children aged from two to under five years on roll. Of these, five children receive funding for early education. Children attend from the local area. The pre-school supports children with learning difficulties and/or physical disabilities and also supports children who speak English as an additional language.

The nursery employs four staff. Of these, two hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are involved in a wide range of activities which promote their physical development. They have access to a good range of resources during outdoor play which provide physical challenge. For example, they use balancing beams, balancing steps, tunnels and hoops during outdoor play. Children are delighted as they learn to balance, some manage successfully to walk across the beams without support, while others are developing their skills as they are supported by staff. During the summer children move freely between indoor and outdoor activities and use large equipment such as the climbing frame and slide.

Older children learn to move with control and are becoming increasingly aware of space while riding their bikes and having races in the playground. They are very well coordinated as they balance, move in and out of the play-house and use hoops and balls. Children learn about the effect food has on their bodies and the importance of exercise through daily routines.

Effective policies and procedures are in place to ensure that children's health needs are monitored and shared with parents because prior permission from parents is obtained for administering emergency aid and medication. Some staff have up-to-date knowledge of first aid and the first aid kit is appropriately maintained, which ensures prompt and efficient treatment for children in an emergency. Children develop a good understanding of simple health and hygiene practices because staff encourage them to manage their personal hygiene while being at hand to offer support. Children independently take themselves off to the toilet and wash their hands. They access tissues and behave responsibly by disposing of these once used. Children learn about germs and the importance of good hygiene because staff are consistent in giving good clear explanations about how germs spread.

Children are well-nourished because they enjoy eating healthy snacks such as fruit and hot cross buns. They bring packed lunches and information about healthy eating is shared with parents. Children's individual dietary needs are effectively met as parents provide valuable information about any health, cultural or personal diets. Children independently access water and manage their own thirsts. They use the quiet room and look at books if they are getting tired. Therefore, children are developing an understanding of their own body needs.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a warm, friendly and secure environment. Children have sole access to the building which is situated within high fencing and the gate is locked during sessions. A bell is in place to alert staff to visitors and visitors are signed in and out. The layout of the area is effective, allowing for children to move around and access activities freely while staying safe. Children have access to a broad range of resources which are age-appropriate and hygienically well maintained. Consequently, children learn to explore and develop in a safe environment.

Regular risk assessments are carried out and any issues of concern are highlighted and addressed to ensure children stay safe. Children are taken out on local walks to the post box or the local shop to fit in with their themes. Permission from parents to take children on outings is obtained and appropriate risk assessments to ensure that children stay safe are carried out. Children develop a good understanding of staying safe because staff give good clear explanations about

safety and are at hand to support children. For example, children use the step ladder to put up Christmas tree decorations as staff explain the importance of holding on. Children learn about road safety through topic work and when out in small groups.

Some staff have a sound understanding of the child protection procedures which are in line with the Local Safeguarding Children Board. Staff keep clear records of any issues but do not show how these have been resolved. Therefore, children may be put at risk because records are not used effectively and new staff are not familiar with the procedures.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive enthusiastically and are familiar with the routine. For example, upon arrival they happily pick out their name hooks and hang them on their group boards and settle with ease on the floor ready for circle time. They bring items from home and are delighted to 'show and tell' at group time. Therefore, children are confident and developing their self-esteem. Children are encouraged to use their own initiative and their interest is fully sustained as they carry out a variety of activities, such as cutting, painting and role play. Children are excited and use language well to communicate within their peer groups as they engage in role play using the phone to call for emergency services. They enjoy being read to in large and small groups and concentrate well. Children are delighted pretending to be 'busy busy bee' to the story about Santa 'SSH'. They sing familiar counting rhymes and Christmas songs with enthusiasm. Consequently, children are eager to learn because staff provide an interesting range of activities which challenge them.

Nursery Education

The quality of teaching and learning is satisfactory. Staff have a sound knowledge and understanding of the Foundation Stage and how children learn. Senior staff plan the curriculum covering the six areas of learning and all staff have equal responsibilities and work in key groups. However, new staff are not familiar with the early learning goals and they are not informed of the learning objectives. Consequently, children are not fully challenged. Although regular observations are carried out and written assessments are maintained, these are not used to inform planning and plans do not show how they are varied to meet the developmental stages of all the children. This could potentially hinder children's learning. Generally, staff use their observational skills well to intervene and extend children's learning by asking open ended questions. Staff use effective methods to manage children's behaviour and provide strategies to help them manage their own.

Children are well behaved and enjoy being given responsibilities. This makes them feel valued and respected. They are beginning to make firm friends as they play in the home corner and as they confidently introduce their friends to visitors. Children work cooperatively in their chosen groups and negotiate well as they engage in activities such as building a train track. They show a strong sense of belonging as they select their own play materials and are interested as they take part in their chosen activities.

Children listen attentively when read to and participate in the story 'Dora's World'. They recognise their name when they arrive and freely access pencils for mark making. Children confidently use descriptive language such as 'glittery' and 'shiny' as they make Christmas tree decorations. They learn mathematical concepts as they sing familiar number rhymes and count

the number of days. Action songs and rhymes increase their understanding of positional language.

Children are given opportunities to be creative as they participate in a variety of organised art and craft activities. They particularly enjoy free painting and experiment by mixing colours and doing hand printing. Children use their imagination well as they extend their knowledge of technology. For example, they pretend to write letters using the keyboard and make phone calls. Children express themselves well as they freely access musical instruments. They develop an understanding of the wider world through basic activities around festivals.

Consequently, children make satisfactory progress in their learning.

Helping children make a positive contribution

The provision is good.

Children are happy and settled in a warm and caring environment. Clear procedures such as staff introducing visitors to children at circle time helps them to stay settled. Parents provide valuable information prior to their children starting, this enables staff to be prepared to meet individual children's needs. Children develop a sense of belonging as they are warmly welcomed into the group and good displays of their work develop their self-esteem.

Children develop an understanding of their local community as they are taken out to post letters and to the local shops. They learn about the wider world through resources such as play people and books, and participate in topic work around festivals. However, these resources are not readily available on a daily basis which may hinder children's understanding and acceptances of the differences in people. Staff demonstrate a sound understanding of working with children with learning difficulties and/or physical disabilities and with children who have English as an additional language.

Children behave very well. They respond responsibly to tidy up time and work alongside staff as they prepare for snacks. Children develop good manners and are polite. They say 'please' and 'thank you' without prompt. They work very well in their chosen groups negotiating turn-taking and making decisions. Children are constantly praised by staff and reassured. For example, children say 'sorry' when they spill their drink and staff respond positively. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers of children in receipt of funding for early years is satisfactory. Parents are provided with limited information about the Foundation Stage. They are warmly welcomed and share information about their children informally when dropping off or collecting their children. Information about what the children have done is displayed at the end of the session. A 'Record of Achievement' book is used to share information about children's progress, although this is not linked to the Foundation Stage and does not detail the next step in their learning. Therefore, parents are not fully informed to support their child's learning at home. Their feedback to Ofsted is positive and they respond saying how caring the staff are and how staff make them feel welcome. Parents are effectively informed of the nursery's complaints procedure.

Organisation

The organisation is good.

Children benefit from a team of staff who work well together and have an understanding of their roles and responsibilities. Effective procedures are in place to ensure staff are suitably vetted to promote children's well-being and safety. The ratio of qualified staff is maintained. New staff are encouraged to develop their knowledge and understanding of child development. Staff are appropriately deployed to contribute to children's health, safety, enjoyment and ability to take an active part in the setting. Policies and procedures work in practice to promote care, learning and play; these are effectively shared with parents.

The leadership and management for children in receipt of funding for nursery education is satisfactory. Staff work well together and the group leader is a positive role model, this enables new staff to work with children. All staff are given equal responsibilities and regular meetings ensure that all staff are included and kept up-to-date. The leader is currently reviewing the provision's practice to enable new staff to develop their knowledge and understanding of the Foundation Stage to ensure that all children make good progress in all the six areas of learning.

Overall, the provision meets the needs of the children for whom it provides.

Improvements since the last inspection

At the last care inspection the setting agreed to develop the child protection policy and provide training opportunities for the designated member of staff to ensure her knowledge and understanding of child protection issues are kept up-to-date. One member of staff has recently completed an in-depth course in child protection and has filtered this information down to the second senior member of staff. Other staff are to commence training in the new year. The policy has since been updated in line with the Local Safeguarding Children Board. Therefore, the setting continues to develop procedures to ensure all staff are informed of the policy and procedures to ensure that children stay safe.

At the last inspection of the nursery education the setting agreed to: develop the planning and assessment systems to enable children to make progress towards the stepping stones and early learning goals and plan the next steps in the educational programme; review staff training needs, to ensure they extend their knowledge and understanding of the Foundation Stage and provide more opportunities for children to develop their understanding of simple addition and subtraction and to practise their mark making skills independently. The setting continues to develop in all these areas to extend children's learning.

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.

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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):

- develop staff's knowledge and understanding of protecting children, including recording procedures, in line with the Local Safeguarding Children Board
- ensure children have access to multi-cultural resources on a daily basis.

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):

- Develop staff's knowledge and understanding of the Foundation Stage
- develop procedures to ensure that children's assessment is effectively used to inform planning
- develop procedures to ensure that parents and carers are fully involved in children's learning and that they are fully informed of the progress they are making towards the early learning goals.

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