

# K.I.C.K.s Pre-school

Inspection report for early years provision

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<b>Unique Reference Number</b>	204091
<b>Inspection date</b>	12 October 2007
<b>Inspector</b>	Sandra Daniels
<b>Setting Address</b>	Darash Christian Training Centre, Ashwells Road, Pilgrims Hatch, Brentwood, Essex, CM15 9SE
<b>Telephone number</b>	01277 375225
<b>E-mail</b>	
<b>Registered person</b>	K.I.C.K.s Pre-school
<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 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?

K.I.C.K.s Pre-School opened in 1992. It operates from a large hall within Darash Christian Training Centre on the outskirts of Brentwood. The pre-school serves the local and wider area.

There are currently 32 children from two to five years on roll. This includes 16 funded three and four-year-old children who are in receipt of funded nursery education. Children attend for a variety of sessions. The setting has effective systems in place to support children who have learning difficulties and/or disabilities or who have English as an additional language.

The group is currently providing five morning sessions a week, with a possibility of some afternoon sessions in the future. The group operates during school term times. Morning sessions are from 09.30 until 12.15 and there is a lunch club on Thursdays until 13.00.

There are nine members of staff working with the children. Of these, six have early years qualifications to NVQ level 2 or 3 and two are currently working towards recognised qualifications. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children's good health is actively promoted. They regularly enjoy fresh air and exercise as staff take care to plan opportunities for outdoor play on a daily basis. There is plenty of space indoors for daily physical activities such as music and movement, the climbing frame and riding bikes and scooters. This means that children can practise skills of control and co-ordination as they play. Hand-washing procedures are well established and toilet facilities are well equipped which means that children's risk of infection is reduced. Children use liquid soap and disposable paper towels and they begin to understand the reasons for hand-washing saying, for example, 'we need to get rid of the germs.' If they fall ill, children are cared for sensitively and parents are asked to collect them as soon as possible, so others do not become unwell. Staff hold relevant qualifications which means that children have access to first aid in an emergency. Suitable documentation is in place to ensure that clear records are maintained should a child have an accident or need medication.

Drinking water is readily available at all times which means that children help themselves to a drink whenever they need to. Staff have relevant information readily available so they are able to address children's dietary needs appropriately at snack times. The setting provides healthy snacks, such as fresh fruit, which promotes a balanced diet for the children. Children often participate in making their own snacks, helping them to develop an appreciation of healthy foods. For example, they prepared fresh vegetables and made a soup which was accompanied by bread they baked themselves. One member of staff has responsibility for planning the snack menu and careful consideration is given to making them nutritious and interesting for children.

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

The provision is good.

Children are welcomed into secure and safe premises. Staff ensure that all areas accessed by the children, both indoors and outside, are safe through daily risk assessment check lists. These are very comprehensive and ticked to confirm that each check has taken place. Children are also protected because there is appropriate safety equipment in the room used by children to play. For example, socket covers are in place and the door to the foyer is kept locked. The premises is secure, meaning no child can leave unnoticed. When parents bring and collect their children a member of staff stands by the door to ensure security is maintained. Children and parents are greeted warmly by the staff. Children settle quickly into the friendly atmosphere, and feel secure and confident enabling them to make their own choices about play, freely accessing the good range of resources and activities. The resources are rotated to ensure that during the term children are offered a wide range of interesting and stage appropriate activities. Furniture and equipment is of suitable design and condition, well maintained and conforms to safety regulations. Well-implemented policies and procedures underpin the good practice with regard to safety issues. For example, procedures are in place in the event of a child being lost or uncollected.

Staff are well deployed throughout the setting so children are consistently well supervised and supported. The staff team are vigilant and often able to prevent potential accidents because of this. Children are encouraged to maintain a tidy environment by helping to tidy up and begin to learn the importance of this for their safety. This is also enhanced through the regular practising of an emergency evacuation procedure, which is accurately recorded. Children are

protected because practitioners have sound knowledge and understanding of child protection. They have awareness of the different types of abuse and possible signs and symptoms that may indicate a child were at risk. They are aware of their role and responsibility to protect children in their care and of the agency to contact should they suspect a child was at risk. Existing injuries and incidents are documented which promotes the welfare and safeguarding of children.

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

The provision is good.

Younger children are settling into the pre-school well, older children are happy and confident in their surroundings. Staff give good support and are interested in the children which helps them to feel valued and enables them to develop their confidence. New children to the setting are accompanied by their parents until they are confident to be left alone. Staff have a good understanding of helping to develop younger children's early skills and provide lots of interesting activities that are exciting and interactive, such as the play dough, paint, glue and a large container full of sawdust. These provide good opportunities for the children to become involved in the group. Children are engaged in activities throughout their time within the setting; they play together, learning to take turns and share. Children are forming close relationships with staff who have a very warm, calm, caring approach, which increases children's sense of trust and confidence which, in turn, helps them to develop their self-esteem. Children love to engage in imaginative play. However, the role play area is not always presented in an attractive manner to entice children in.

### **Nursery Education.**

The quality of teaching and learning is good. Staff have a strong knowledge and understanding of the Foundation Stage and use this to provide a wide range of stimulating play and learning opportunities for children. All members of staff contribute towards the planning which reflects children's individual interests. Activities are planned with clear intended learning outcomes and provide experiences for children to learn and develop. Various teaching methods are used effectively to promote children's progress towards the early learning goals. Staff are skilful at standing back and allowing children to develop and extend their own play ideas. They also join in when appropriate and support children very well, asking questions designed to help children think and speak about their feelings and thoughts. More able children are challenged well by staff who widen their opportunities to write their names, recognise written letters and numbers and make simple calculations.

Practitioners manage children's behaviour extremely well. They are positive role models for children and successfully use positive strategies to encourage children to take a pride in behaving responsibly and considerately. The daily use of the 'superstars' board rewards children's kindness, concentration and ability to share and take turns. Effective use of time and resources means there is a structure to the sessions and children look forward to what is happening next as they become familiar with the routine. The skilful use of observations and discussions with parents means that staff know what children can already do and what they already know when they start on the Foundation Stage of learning. These starting points form the base from which children's next steps are identified and activities are then planned accordingly. Meaningful observations contribute to assessments of children's learning and development. Links are being established with the local primary school to ensure continuity of teaching methods and strategies.

Children remain interested and motivated to learn because they feel secure and at ease in the setting and are developing a positive sense of themselves. They develop personal values such as honesty, fairness and respect. Children will tell an adult if someone does something which they consider to be unfair or disrespectful. Children have many opportunities to become independent; both in learning and personal care. They choose activities and resources independently and most are able to put on their coats and fasten them for outside play. As the pre-school operates from shared premises, children have to be accompanied by a member of staff to go to the toilet. This does not, however, impinge on their independence as they, for example, use the steps provided to wash and dry their own hands. Children enjoy many opportunities to develop and practise speaking, listening, reading and writing. However, there are limited opportunities for children to attempt writing for different purposes, using features of different forms such as lists, stories and instructions. Children interact well with each other, negotiating and taking turns in conversations during play. They listen with enjoyment to stories and join in enthusiastically with songs and rhymes. Children are able to successfully link sounds to letters, naming and sounding the letters of the alphabet.

Children's development in numeracy, reasoning and problem solving is progressing well. Practitioners provide many opportunities for children to count, for example, at register time children count how many children and adults are present and add the two numbers together. Children count from one to 10 independently and recognise, for example, that the number 10 is made up of a one and a zero. Children love to participate in number rhymes. These are brought to life and made meaningful for children by staff who encourage children to volunteer to act out the rhymes, for example, five children will be current buns in the baker shop. Children begin to make sense of the world as practitioners provide them with the important skills, knowledge and understanding that are the foundation for later work in history, geography, science and technology. The play environment is interesting and there are opportunities for children to satisfy their curiosity through first-hand experiences. For example, children bring in things for the 'interest table'. They study a conker and discover that it has an outer shell and that it falls from trees in the autumn. Children experiment with magnifying glasses and magnets and are developing an interest in technology as they enjoy the challenges of using the laptop computer.

Children move with confidence as they pretend to be various animals and develop the skills of control and co-ordination. The premises is spacious outside and inside and good use is made of this space. Children sometimes go on nature walks around the ground, collecting things of interest and feeding the birds. They develop an increasing awareness of space as they negotiate the climbing frame and tunnels. They begin to recognise the importance of keeping healthy and those things which contribute to this. For example, practitioners explain to children about the heart beating faster after exercise. Children use a broad range of small and large equipment to promote their physical development, for example, balls, bikes, scissors and pencils. Children choose from a variety of resources for creative activities. They explore colour and texture in a variety of ways; mixing paints and making three dimensional models from recycled materials, for example, a castle from a large cardboard box. They feel the different textures of tissue paper, shredded paper and cardboard and enjoy experimenting with musical instruments, hearing how sounds can change by striking the instrument harder or softer.

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

The provision is good.

Staff care about and show respect for the children and this influences their behaviour which is good. Children have a clear understanding of the boundaries and expectations of the nursery and are supported well by the members of staff to achieve this. Practitioners provide an

extremely positive role model for children in respect of their behaviour, encouraging children to take pride in behaving responsibly and considerately. Children often take it upon themselves to ask a member of staff for the timer so they can know when it is their turn to use a piece of equipment. Individual children's needs are well known and are catered for accordingly, this helps their confidence develop. Children learn about the wider world we live in through planned projects and by observing and discussing the everyday happenings in the community, such as the refuse being collected and the post being delivered. They are provided with a range of resources that reflect positive images of diversity. Children also participate in acknowledging and celebrating various festivals throughout the year. The setting has a clear understanding of the needs of children with learning difficulties and/or disabilities. There is an appointed, designated person who has attended training in this area. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. They are welcome in the setting, both to support their children during the settling-in period and also to share their interests and experiences. For example, children have been fortunate to see some African dancing, Jamaican singing, a fire engine and a nurse visiting the pre-school. Staff have established good, clear written and verbal communications with parents. Information is shared informally on a daily basis with parents, about their child's day and the activities they have been involved in. Parents are also invited to attend formal meetings where they are able to discuss their child's developmental progress in full. In the welcome pack, parents are given specific information about the Foundation Stage and how practitioners plan a variety of activities to cover each area of learning. Newsletters are published which are informative and enable parents to be kept well informed about the activities taking place within in the setting. Parents may attend annual general meetings with the committee and are able to freely express their views in an environment where they feel listened to and valued.

## **Organisation**

The organisation is good.

Overall, children's needs are met. Children are cared for by appropriate adults because there are robust and effective systems in place to check new staff. They are also protected through clear procedures for staff induction. These mean that new staff understand their responsibilities and the basic health and safety arrangements from the beginning of their employment. Their continued work and training is suitably monitored and encouraged through appraisals and meetings. There are many opportunities for practitioners to participate in further training and development.

Plenty of space is available and children can move very freely and safely. The hall is set up each day into different areas to ensure that each area of learning is covered. This contributes to the provision of a stimulating and safe environment. The space outdoors is used particularly effectively to provide a range of educational activities and learning opportunities. Planning of activities is clear, and has sufficient focus on meeting all children's needs. Staff are very well deployed and involve themselves in games and tasks and also supervise well. All staff are very clear about their roles and responsibilities within the setting.

All the required documentation is in place and stored confidentially. Suitable policies and procedures are in place and are reviewed regularly to ensure they are up to date and comply with new legislation and guidelines. These are always available to parents. The registration system does not always give a clear indication of the arrival and departure times of all children and staff.

Leadership and management is good. The manager sets clear directions which lead to improvements in the organisation of care and nursery education and the outcomes for children. There is a clear vision for the setting with a strong focus on the personal achievement and development of all children. Practitioners are highly motivated and a committed team who work extremely well together. The integration of care and nursery education is promoted to enhance children's learning. The manager and staff team regularly hold meetings where they monitor and evaluate the curriculum to identify strengths and areas for improvement. Everyone is fully committed to promote and provide an inclusive environment where every child matters.

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

At the last inspection the provider agreed to review the organisation of snack time to enable staff to be positive role models for children's behaviour. Staff sit with children at snack times, talking about what they are eating and reinforcing which foods are healthy options for them. Children behave well at snack times because they are encouraged to actively participate. For example, children pour their own drinks and help to prepare snacks wherever possible. They prepared and cooked a selection of vegetables to make soup and baked fresh bread to accompany it. One member of staff takes responsibility for planning snack menus, which are nutritious and interesting for children.

### **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):

- ensure the registration system clearly identifies arrival and departure times of all children and staff
- further develop role play opportunities in order that children have more opportunities to extend their imagination.

#### **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):

- increase opportunities for children to write for different purposes, for example, in the role play area.

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)