

Kingsdown Pre-School

Inspection report for early years provision

Unique Reference Number	127307
Inspection date	07 November 2007
Inspector	Tracy Larnach
Setting Address	Upper Street, Kingsdown, Deal, Kent, CT14 8BJ
Telephone number	07968 263185
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Registered person	Kingsdown 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?

Kingsdown Pre-School opened in 1976. It operates from the village hall in Kingsdown village, near Deal. The pre-school has access to one room, toilets and a kitchen. All children share access to a secure enclosed outdoor play area. The pre-school serves the local area.

A maximum of 25 children may attend the pre-school at any one time. It opens five days a week during term time. Sessions are from 9.15 to 12.15 every day apart from Tuesday, when the session begins at 12.00 and ends at 15.00. Children are invited to stay until 13.00 on a Monday and Thursday when the pre-school offers a lunch club.

There are currently 44 children aged from two to under five years on roll. Of these, 22 children receive funding for nursery education. The pre-school supports children with learning difficulties/disabilities and children who speak English as an additional language.

The pre-school employs 10 staff, of these, six of the staff, including the managers hold appropriate early years qualifications. There are two staff working towards a qualification.

The pre-school receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn about health and hygiene through the daily routine; for example, they wash their hands regularly and are aware of the importance of 'washing the germs away.' There is liquid soap and paper towels to help prevent the spread of infection. Staff use appropriate practices to promote hygiene; for example, they use gloves, aprons and antibacterial spray on the tables before snack and lunch. The pre-school, toys and equipment are cleaned regularly so children play in a hygienic environment. There is a sick child policy, most of the staff have a current first aid certificate and there is parental permission for seeking emergency medical advice and treatment on file. As a result, staff are able to act in the children's best interest should they have an accident or become ill. Accident and medication records are in place and appropriately signed by the parents; however, medication records do not protect the children's confidentiality they are in the form of a list.

Lunch is provided by the parents and snack is provided by the preschool. Both lunch and snack times are positive learning and social experiences. During their visit to 'snack club,' children count, look for their names and learn about healthy choices through discussion. They develop their small muscle skills as they pour their drink and wash their plates and cups. Water is readily available for the children to help themselves to, and they learn about the importance of drinking plenty as the staff remind them to drink after physical play. Children generally bring healthy food in their lunch boxes so they are well nourished. Staff act as positive role models as they bring in their healthy lunches and sit and eat with the children. Information about the children's dietary requirements is clearly documented with their photographs so staff are aware of any health issues and can care for the children appropriately should they have a reaction. Children go outside daily and enjoy regular physical play as the daily routine includes opportunities for children to develop their large muscles. Overall, there are sufficient opportunities for children to participate in rigorous physical play for their physical well-being both inside and out.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are safe as the pre-school is secure, a buzzer system enables staff to monitor who is at the door once the session has begun. There is an effective system in place for monitoring visitors, and an arrival and departure procedure to keep children safe. Children know the 'safety rules' such as holding the scissors downwards and love to reinforce them. They learn about safety as they play; for example, when a child scooted his car backwards the staff member explained to him that it was just like reversing a real car, he needed to look behind him or he could bump into something and get hurt. Staff identify risks in the pre-school and written risk assessments are on file. They check the building every morning for hazards to ensure children's safety; however, there is no written evidence of these checks. A health and safety representative has been appointed who sends letters to the other staff identifying health and safety issues and keeps them up to date of any current legislation. The staff have parental permissions on file; for example, for outings, photographs and the application of sunscreen. Children are safeguarded as the staff have a good knowledge of child protection and are passionate about their 'duty of care' towards the children. A fire evacuation plan is in place and a log is kept in the register of all practise drills. This ensures the children all have a turn and so they become familiar with the procedure.

Helping children achieve well and enjoy what they do

The provision is good.

Children are supported as they play; for example, staff sit alongside them as they explore and create with different mediums such as paint, play dough and glue. Staff allow children to expand on their own ideas ensuring adult ideas are not pushed onto them; for example, children are able to use the paint as they choose, some mark making with brushes, others spending time painting their hands, feeling the paint as they open and shut their hands then spread the paint on the paper. Staff support the children valuing the process rather than the product, as a result, they become competent learners, using their senses to find out about whatever they come into contact with. Staff are familiar with the 'Birth to three matters' framework. They observe the children and use the observations to inform their planning; however, the observations they make are not yet documented under the Birth to three matters framework's components and aspects to show the children's progress which may be confusing for the parents.

Nursery Education

The quality of teaching and learning is good.

Children are making progress as the staff have a good knowledge and understanding of the Curriculum guidance for the Foundation Stage and the early learning goals. Children are able to independently select from a wide range of toys and activities available in the preschool; however, because the group is housed in a hall and has to be cleared away the children are limited to the activities set out by the staff. Children are excited and motivated by the activities provided becoming engaged and concentrating well. Staff question the children to make them think and they praise them to promote their self-esteem. Staff observe what the children are doing capturing learning moments; for example, a staff member noticed a child intently watching the sand timer. She enhanced this by providing other sand timers for her to compare. They turned them over at the same time and watched the sand run through discussing first, second and third and what a long time five minutes is. The planning and assessment systems are effective. Staff observe the children and keep records and their 'learning journey' is documented. Staff assess the children's next steps and these are used to inform the planning. Staff share their observations becoming excited as the children make progress. A system for assessing what the children know when they begin pre-school is in place to measure their progress.

Children interact well together talking to the staff and their peers about what they are doing. They speak clearly and listen well. Children use their imagination as they play complex games such as hospitals, where they talk about being ill and getting better. Children sing a range of songs; for example, they become animated as they sing the wheels on the bus. Children enjoy books and the staff read to them throughout the session so they develop a love of books and understanding that print carries meaning. Children are interested in their names and writing; for example, they write for a purpose in diaries and note books as they role play. In addition, they write 'letters' making patterns from left to right and top to bottom discussing what they are writing then proudly carrying their letters around ready to deliver to their families. Children learn about simple calculation during activities such as 'snack club' when they count how many children are at the table and how many more spaces there are or sing rhymes such as, five little ducks. Children learn about mathematic concepts as they manipulate the play dough, rolling balls, discussing how many they have made and which ones are big and which ones are small.

Children explore and investigate as they play; for example, a child persevered as he made a pulley with a lace to hoist a train on to the table. Children build with different bricks developing

their designing and making skills. They learn about communication and information technology as they competently use a digital camera and delight in playing a musical key board. They also have microwaves, telephones and a computer key board in the role play area. Children talk about what they do at home so they learn about past and present. They find out about the local environment as they walk to the local shop to buy snack. Children are creative with a range of media and have free access to arts, crafts and instruments. They listen and explore sounds and mix paint observing what happens; for example, a child was trying to remember how he made purple last time he was at pre-school, 'its not purple yet,' he said, as he added some yellow. Children become witches, doctors and nurses as they pretend play. They express their ideas; for example, when they came in from outside with leaves in their hair and explained they had been to a wedding with lots of confetti! Children move confidently and with control both inside and out. They use a range of equipment for their small muscle development; for example, pens, pencils, glue spreaders and the play dough tools as they roll, cut and squeeze the play dough.

Helping children make a positive contribution

The provision is good.

Children are generally happy and settled in the pre-school as there is a settling in policy and staff work closely with the parents to meet the children's individual needs. Children show care and concern for each other and are learning to take turns; for example, they are aware that sometimes they may have to wait a minute for a space in 'snack club.' Staff use positive methods of behaviour management with the children and the children behave well. They praise the children for their achievements which develops their self esteem. Children are encouraged to take care of their needs; for example, they are active participants in snack time, put on their dressing up clothes and help themselves to arts and craft materials using them as they chose, this develops their independence.

Positive images of culture and disability are reflected in the environment such as dolls, small people, and utensils in the role play. Special holidays and traditions are acknowledged; for example, there was lots of conversation about the way the children celebrate with their own families and that not all people celebrate in the same way whilst they made cards for Diwali. Children with English as an additional language do not attend the setting at this time; however, staff discussed how they have supported children with English as an additional language in the past. A special educational needs coordinator works with the staff and outside agencies to support children with leaning difficulties or disabilities. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good.

Parents and children are greeted warmly as they arrive. All parents spoken to felt informed about the care and were aware of policies such as complaints and child protection. They speak highly of the staff and how well they know their children and how passionately they care for them. Parents receive an information pack which contains some information about the Foundation Stage. An initial meeting with their child's key worker assesses the children's starting points and helps the staff provide continuity of care. In addition, the Curriculum guidance for the Foundation Stage or the 'Birth to three matters' framework is shared as appropriate. Regular newsletters and daily interactions keep parents informed about their children's learning. Parents, visitors or helpers are welcome in the pre-school. They are also invited to special events or to share their skills, for example, a parent came in to play his guitar to the children. Parents meetings are held and parents can view their children's records at any time. All parents feel

they can share their child's interests with the staff and these will be used when planning for their children; however, they do not formally contribute to the records although staff may add their comments. Parents are informed about the provision and their children's progress.

Organisation

The organisation is good.

The provision meets the needs of the range of children for whom it provides. The pre-school building is safe but old, and has been identified by the village hall committee as in need of renovation. This is due to take place at weekends so it will have minimum impact on the children. The routine is organised to include a range of both passive and active activities and the pace and routine of the session allows children a full range of opportunities; for example, children have quiet activities such as books and puzzles and are able to freely move around the pre-school in their dressing up clothes to visit the 'hospital' or to climb on the climbing frame. There are rigorous recruiting procedures to ensure that only the most suitable staff work with the children. Systems are in place to ensure safety and all the required documentation for the safe and effective management of the setting and for the welfare and to ensure the care of children is maintained and stored securely; However, the child protection policy does not detail all the required information. The complaints procedure has been updated to meet legislation and a log is available for parents to see on request.

Leadership and management is good.

Staff meet together regularly and work well as a team; for example, they diary important issues such as someone different picking up a child, to ensure good communication within the team. The committee is proactive and supports the improvements made in the pre-school. There are systems in place to monitor and review the education programme; for example, long term plans ensure all aspects in the Curriculum Guidance for the Foundation stage are covered. Evaluations are completed on all activities and discussed as a team. The self-evaluation form has been used to develop practice and the self-evaluation process is clearly documented showing how the staff have made improvements and why; for example, it details the evaluation of the drinks served and how they informed parents of changes being made and why they ceased providing orange squash and milkshake in favour of water and milk to promote the children's health.

Improvements since the last inspection

After the last care inspection there were two recommendation made. These were to ensure the attendance record shows when children are present and to ensure that all records relating to day care activities are readily accessible on the premises and available for inspection at all times. These recommendations have both been addressed; as a result, children's welfare and safety is promoted.

After the last education inspection there were three key issues to address. These were to consider how a range of daily activities could be introduced to the children and how to give prior warning of 'tidy-up' time to enable them to plan and consolidate their learning as they play; to provide more opportunities for children to develop an understanding of addition and subtraction through practical activities and include mathematical development in the daily routine; and to continue to develop planning to include a broad range of practical activities linked to the stepping-stones within the aspects of the six areas of learning and include details of i) what children are expected to learn; ii) staff deployment; iii) how staff will differentiate

to develop individual children's progress based on what the children already know and what they need to learn next.

These key issues have all been addressed; for example, there is a range of activities available for the children and staff continue to look at ways to further promote self-selection. Children have a 'warning' before tidy up time and a sand timer is used to allow them time to finish what they are doing and to consolidate their learning prior to tidying up. Staff ensure children's mathematical development is promoted through a range of activities and the use of mathematical language. Planning has been developed and shows what children are expected to learn, staff deployment and how staff differentiate to develop individual children's progress. As a result, staff are meeting the children's individual needs and therefore children are making progress towards the early learning goals.

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 formal systems for ensuring the building is safe and ready for the children's arrival each day
- review the child protection policy to ensure it has all the required information.

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):

- further develop the organisation of the environment to enable children to freely and independently self-select activities and resources throughout the session
- improve procedures for ensuring that parents have regular access and can contribute to their children's developmental records.

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