

# Kanes Hill Pre-School

Inspection report for early years provision

---

<b>Unique Reference Number</b>	131539
<b>Inspection date</b>	26 November 2007
<b>Inspector</b>	Michelle Ann Parham
<b>Setting Address</b>	Hinkler Road, Thornhill, Southampton, Hampshire, SO19 6FW
<b>Telephone number</b>	02380 476 665
<b>E-mail</b>	
<b>Registered person</b>	Kanes Hill 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?

Kanes Hill Pre-School is a committee run group that has been open since 1999. It operates from self-contained premises in the grounds of Kanes Hill School, in the urban area of Thornhill, a district of Southampton. Accommodation includes a spacious classroom, toilet and kitchen facilities and an enclosed outside play area. The pre-school serves the local residential area.

There are currently 46 children on roll of which 36 are in receipt of funding for nursery education. The setting is able to support children who have learning disabilities and/or difficulties and who speak English as an additional language. The pre-school operates Monday to Friday 09:10 to 11:40 and 12:20 to 14:50 during the school term. Children attend on a sessional basis.

The committee employ a qualified leader to be responsible for the day to day running of the group. In addition, five practitioners work directly with the children, four of whom are qualified with another who is working towards a recognised child care qualification. The pre-school receives support from the local early years partnership and has established strong links with the school, in which it is based. The group is a member of the pre-school learning alliance and receives support from a development worker.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children benefit in this setting from the free flow use of the outdoor area which is used effectively as a learning environment. As a result they have very good access to fresh air and equipment which promotes their gross motor skills such as wheeled toys, stepping stones, steps and balancing beams. This is particularly beneficial for those children attending who may live in accommodation without personal garden space. Children are developing a good sense of space and increased control over their movements as they for example, kick and run after balls or wave their scarves in the wind to see how they move. They also have good opportunities to develop fine motor skills and use of tools at the setting as there is a well resourced office and writing area where children have easy access to hole punches, scissors, pens and markers contributing to their increased control.

Children's individual care needs are met as all personal requirements are recorded which ensures any specific health and dietary needs are identified. Effective procedures are also in place to share information with practitioners to ensure children's good health and well-being. Three practitioners are first aid trained with a first aid box well maintained and easily accessible in the setting, therefore ensuring accidents and ill health are dealt with effectively and efficiently.

Children are protected from illness and cross contamination because practitioners have routines in place to exclude infectious children and maintain a hygienic environment with equipment cleaned on a regular basis. Hand washing is encouraged after messy play and before snack time however practitioners do not effectively monitor this process to ensure children use clean water.

Children benefit from practitioners promoting healthy eating well and thoroughly enjoy the snacks offered such as fresh fruit and vegetables, breadsticks, cheese and crackers and porridge. Their independence is highly promoted at snack time as children can serve themselves and use varying utensils such as knives and chopsticks to cut and eat their food which also has a positive impact on their fine motor skills. Children have access to fresh water throughout the session which they can access independently from water jugs and enjoy a choice of water or milk at snack time. As a result children are well hydrated which helps to maintain concentration and promotes their good health.

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

The provision is good.

Children benefit from a bright, well maintained environment within Kanes Hill Primary School. Safety is given high priority and all hazards have been identified and minimised with effective use of electric socket covers, safety gates and door locks. Risk assessments are undertaken to ensure all areas are suitable for use on a daily basis and therefore children's safety is maintained. Equipment and resources are very well organised and maintained which ensures they do not present a hazard to children. Security of the children is paramount and effective procedures are in place for their collection at the end of the session. Children learn about dangers and for example, road safety through visits from the local crossing patrol officer and by topics such as 'People who help us' as part of the curriculum.

Children's welfare is highly regarded and practitioners have increased knowledge and understanding of child protection with a number of staff having attended additional training.

As a result they are aware of different types of abuse and possible signs and symptoms that may indicate a child were at risk. Practitioners are clear of their role and responsibility to safeguard children, recording and reporting concerns to the relevant agency.

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

The provision is good.

Practitioners make good use of the Birth to three matters framework to encourage and support younger and less able children to become strong, healthy, skilful communicators and competent learners. Children benefit from the warm friendly relationships they form with practitioners which contributes to them feeling secure, happy and settled in the preschool. Practitioners operate a key worker system which ensures individual needs are met and close liaison with families.

#### **Nursery education**

The quality of teaching and learning is good. Practitioners have a clear understanding of the Foundation Stage and provide an interesting and balanced curriculum. They plan as a team which ensures all members are aware of learning objectives and outcomes for focus activities and have just started to use children's records of achievement to plan for their next steps in learning. Records of achievement are completed from observations however there has been a period where these have not been undertaken regularly to plan effectively for children's future learning. Focus activities are evaluated for success and improvement and to measure outcomes for children. Planning evidences differentiation to provide all children with sufficient challenge. Practitioners understand the importance of flexibility and follow children's interests, responding to their ideas. For example, practitioners have recently extended the Autumn theme as children were interested and enjoying it so much. Practitioners spend the majority of their time with the children building close working relationships and supporting them well as they learn through play and experiences. They use effective questioning to promote independent thinking and give children time for individual participation. General free play and daily routines are useful learning opportunities for children as practitioners are skilled at including counting, colours, shapes and positional language to promote their mathematical understanding and communication skills.

Children's responsibility and independence is highly promoted in the setting with the use of low level open storage and attractive well resourced areas. Children are also encouraged to self select, self serve and initiate their own choice of play and benefit from a generally child led environment with free flow use of the outdoor area. As a result their independence and personal care skills are developing well and children show good levels of confidence in selecting and carrying out activities.

Children are happy at the setting and participate in play and activities without upset. They are greeted personally on arrival and have good opportunities to recognise their own name through self registering their attendance and for the snack bar. Children are happy at the setting and their behaviour is generally good with any challenging behaviour being addressed in a calm manner by practitioners. However some occasional incidents of disruptive behaviour do have a negative impact on other children's play and learning as they are not resolved effectively. Children benefit from practitioners being good role models and taking time to discuss and explain issues of concern on the appropriate level for their understanding. They are encouraged to share and take turns and show care and consideration for others.

Children have good opportunities to mark make either at the communal painting easel or by using the established writing/office area. They are holding tools correctly and are able to practise emergent writing skills. They are also becoming aware of letters and sounds as the group have alphabet runs displayed and make use of 'Letters and sounds' high quality phonics for children's learning. Children enjoy story time which is made fun by practitioners' good use of props and their ability to keep children interested and entertained. Children sit well and listen and confidently join in and predict as they look at the picture clues. Practitioners also help to foster children's enjoyment of looking at books for pleasure as they offer a library lending service and provide a bright, comfortable quiet area in the preschool for children's independent use.

Children benefit from lots of interesting activities and resources around the setting which promote their knowledge and understanding of the world. They have ample opportunities to design and build as they use the well resourced construction area, for example, putting road or train tracks together or following picture clues with the Mobilo. Children are also learning about technology and enjoy using the remote control cars as they negotiate them around the classroom or as they use the cash till in the role play area. Topics such as Autumn and the weather encourage children to take a closer look around their environment and the use of torches and magnifying glasses promote further investigation and learning. Practitioners provide interesting activities for children such as exploring the properties of ice and how weather works. Good use of musical instruments, picture prompts, the today chart and sand timers help children gain an understanding of past, future and present and are reassuring for younger children about the routine of the session and when parents are due to return.

Children enjoy familiar songs such as 'Goldilocks and the house of the bears' and join in confidently. They have very good opportunities to use musical instruments in focus activities and natural free play which enables them to explore their understanding of sounds, rhythm and express movement. The preschool has an attractive, well resourced role play area where children act out and enjoy their pretend play as they dress up, for example, or make meals and drinks for their friends.

The setting is an industrious environment where the children have fun and are encouraged to enjoy and achieve, making generally good progress in their learning as they do so.

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

The provision is good.

The partnership with parents and carers is good. Parents are informed of children's progress and learning through the children's achievement records which are available to view whenever requested and are sent home twice a year for parents update and contribution. Plans are displayed prominently in the entrance foyer and regular newsletters share information of current themes. A key worker system promotes links with families to share progress and contributes to the setting in process for children. Parents are fully informed about the setting as practitioners supply a comprehensive prospectus outlining the curriculum and an introduction to the group and policies are available in the entrance foyer which gives further information of working practices. Parents interviewed on the inspection visit expressed their support of the group and were happy about the care and education that their children receive.

Children develop good self esteem and a sense of belonging as they are valued as individuals in the setting and their independence is highly encouraged. Effective registration systems ensure personal needs are identified and met. Close working with parents, other professionals

and the special educational needs coordinator contributes to an inclusive environment for all children and an appropriate care package. Children develop an awareness of others as positive images of a diverse society are reflected in play resources and activities. Topics about, for example, Chinese New Year, Divali and general Christian events and celebrations help children become aware of other cultures and beliefs and the wider world, thus developing respect and understanding for others.

Children receive praise and encouragement for effort which has a positive impact on their self esteem and they enjoy helping within the group particularly at tidy up time which is a team effort. Any incidents of unwanted behaviour are calmly addressed with the children and all methods used by practitioners within the preschool are positive however not always successful which can be disruptive to others. Any concerns are discussed with parents to ensure a consistent approach and the supervisor is the designated person in regard to behaviour management. Children learn the effect their behaviour has on others and therefore begin to have care and consideration which contributes to them being positive members of society. Children's social, moral, spiritual and cultural development is fostered.

### **Organisation**

The organisation is good.

Leadership and management are good. The supervisor of the setting has a clear vision of how nursery education is delivered for the personal development of children. She ensures effective systems are in place for the team to plan and evaluate the curriculum on a weekly basis. However, systems for regular observation and recording have not been consistent to inform children's records of achievement effectively. New procedures have recently been introduced to plan the curriculum from what children know and have achieved to help with their further development and learning. The manager is a positive role model to her staff and leads by example working hands on in the setting. Consequently she is able to monitor performance, however as appraisals have not been completed as regularly as required then it is possible that practitioners are not fulfilling their developmental potential or receiving full support.

Practitioners have clear direction from the supervisor and are aware of their roles and responsibilities. Most members of staff are qualified or currently training in early years which ensures children work with practitioners who have a good understanding of how they develop and learn. Practitioners work effectively as team which contributes to a harmonious environment. They make good use of the Birth to three matters framework and the Foundation Stage Curriculum Guidance to promote children's learning effectively.

The setting has all the required documentation in place and maintained to a high standard for the health and safety of children, their well being and to meet requirements. Robust recruitment and vetting procedures for new staff are in place for the welfare of children; however do not currently extend to existing staff to ensure their continuing suitability in regard to health. High ratios and effective deployment of practitioners contributes to children being well supervised and supported and to the quality of care and education children enjoy. The preschool meets the needs of the range of children for whom it provides.

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

At the last care inspection the preschool was recommended to ensure the written policies and procedures reflect actual practice of the group; evaluate and improve the use of time, to provide opportunities for children to learn effectively in different sized groups, enhancing opportunities

to develop their listening skills and to increase staff's knowledge and understanding of child protection issues, develop the child protection policy to include the relevant detail and review arrangements for sharing child protection procedures with parents.

Policies have been reviewed and amended at the beginning of this year and now take account of current legislation and actual working practices of the group. Practitioners work directly with children for the majority of the session which ensures they are effectively supported. A free flow and continuous play environment ensures that children and practitioners make best use of session time for learning and play experiences. Focus activities are planned with specific children in mind for their personal development and learning which also has a positive impact on their listening skills. Three practitioners have now attended child protection training with others covering this matter on their induction or through attending National Vocational Courses in Early Years. Policies are available to parents in the entrance foyer for their information on working practices and child protection is now included in the prospectus. These improvements have a positive impact on children's progress in their learning, general organisation of the setting, partnership with parents and carers and welfare of children.

At the last nursery education inspection the preschool was recommended to ensure children's assessments are used to move children on to the next stage in their learning, provide sufficient challenges to children, in particular four-year-olds and improve systems to monitor the effectiveness of the curriculum planning and the impact this has on children's progress. also to increase opportunities for children to develop their understanding of addition and subtraction and ensure sufficient challenges are provided for older and more able children in this area.

The supervisor has recently changed planning for the curriculum to ensure assessments are used to build on what children know. Differentiation for activities now ensures all children receive sufficient challenge for their progress and evaluation of focus activities and the curriculum on a weekly basis contributes to building on good practice and on going improvement. An established mathematical area is now within the setting where children can explore number, shape and size and practitioners are skilled at including counting, calculation and positional and descriptive language into free play and daily routines which has a positive impact on children's understanding. These improvements have a positive impact on overall teaching and learning and leadership and management of nursery education.

### **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):

- implement a system to effectively monitor hand washing to promote children's good health
- implement systems to monitor the continuing suitability of existing members of staff.

### **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):

- ensure regular observations are undertaken and recorded effectively for use and continue to develop planning systems in which children's records of achievement are used to build on what children know for their individual next steps in learning
- develop effective systems to deal with challenging behaviour to ensure other children are not disrupted in their play and learning.

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)