

Kidmore End Pre-School

Inspection report for early years provision

Unique Reference Number	133696
Inspection date	30 November 2007
Inspector	Marie Thompson
Setting Address	Parish Rooms, Wood Lane, Kidmore End, Reading, Berkshire, RG4 9BB
Telephone number	0779 6666713
E-mail	
Registered person	The Trustees of Kidmore End Pre-School
Type of inspection	Integrated
Type of care	Full day 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?

Kidmore End Pre-School opened in 1983. It operates from the Parish Room in the rural village of Kidmore End. The pre-school serves the local area.

There are currently 34 children from two to four years on roll. There are 34 children in receipt of nursery education funding. The setting currently supports a number of children with learning difficulties and/or disabilities and who speak English as an additional language.

The pre-school offers care each weekday between 09:15 and 12:00 during school terms. A lunch club operates from 12.15 until 13.15 Tuesday to Thursday with afternoon sessions from 12.15 until 14.45 on these days. This provides wrap around care for children attending the early years unit at Kidmore End Church of England School.

There are six part time staff working with the children. Over half of the staff have early years qualifications to level 2 or 3. There is one staff member currently working towards a recognised early years qualification. The setting receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The children have opportunities each day to get fresh air and exercise playing in the outside play area. They have great fun kicking the foam footballs into the goal, see sawing on the rockers, playing in the sand pit or simply running around in the fresh air. When the children go out to play the staff make sure they are dressed appropriately for the weather, this includes warm coats and wellies if the ground is wet. The children have ample opportunities to develop their hand eye co-ordination and fine motor skills through numerous resources and art and crafts activities the setting offer. This includes games, puzzles, a train track and construction toys.

Children's good health is promoted effectively by staff that demonstrate a sound knowledge of the pre-school's health and hygiene procedures. Children have a clear awareness of their own needs and are developing independence in their personal care. There are suitable hand washing facilities within the premises which provide children with little steps in the shape of a lion and a panda to help them reach the sink, a soap dispenser and paper towels to wash and dry their hands. However, prior to snack time, although the children have two small bowls, one with water, and one with anti-bacteria soap in, they all use the same bar of soap and towel. This does not positively and completely control the spread of germs. The pre-school ensures that their health and safety policies and procedures are up to date and displayed and readily available for the parents.

Children's healthy growth and development are met well as staff show a very good understanding of their dietary requirements. Children's personal independence is developing very well and they are able to organise themselves very well for snack and lunch times. The pre-school offers a lunch club which is open to children who have attended the session that morning and for children coming into the afternoon session. This is a very social time when the staff and children sit together and chat about the morning's events, the planned activities for the afternoon or just to catch up on each other's news. The children bring a packed lunch and the staff make sure that they eat their savoury food before their sweet things. The children are encouraged to put all the waste in the compost bin when they have finished. The staff talk to the children about healthy eating and encourage the children to take care of their environment. For snack time the children are encouraged to bring in a piece of fruit each day which is then shared between all the children. There is a lovely variety of oranges, bananas and apples. These are placed on little brightly coloured plates that the children can help themselves from. They have the choice of milk or water at snack time but if they are thirsty throughout the session they know that they can ask for a drink when they need one. The children show confidence in pouring their own drinks at snack time and the younger children are encouraged to do so with adult support. The pre-school have covered healthy eating in topics in the past and the children enjoyed taking part in the food tasting of red foods including, tomatoes, red grapes, strawberries and peppers. As part of the topic they had great fun making their own sandwiches which were packed with a variety of yummy fillings.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children have sufficient space to move around the premises. There is enough light available in the premises for children and staff to feel comfortable. There is a designated area for the

children to rest. The book corner is cosy with huge scatter cushions for the children to sit on if they are tired or they wish to look at books. Staff are aware of procedures to follow if the temperature is too high or low and adjust the controls appropriately throughout the session or open the windows for ventilation. Although there is not a land line to the premises, all the staff have mobiles phones which are in good working order and answer them promptly and efficiently. Children are able to use the toilets independently and if needed, appropriate nappy changing facilities are provided. Children select their own art work to be displayed, which is displayed at eye level. Staff make a conscious effort to welcome every child and their family. The premises inside and out are cleaned on a daily basis and throughout the sessions the staff meticulously wipe the tables and surfaces.

Children have free access to the play materials and resources. This includes a variety of manmade and natural materials. When providing play materials and resources, staff make sure every child's needs are met. Children positively interact with each other; this is due to the good selection of equipment that is available. Staff are aware of health and safety issues when they provide equipment for the children. Children have opportunities to explore safely in their environment. Rules and boundaries are set that meet individual needs of the children. The staff respect the children's views, for example, children have the right to say no.

The staff regularly carry out risk assessments. All hazards are recorded and acted upon. The children have an awareness of health and safety issues and know why they must not run inside. There are regular checks on all fire safety equipment to ensure that they are in good working order and safe to use. Frequent fire drills take place that include all the children and the staff. All outings are planned in advance and the staff adhere to the setting's outings procedures. Staff deployment is taken very seriously and all the staff take this into consideration while inside, outside and on outings. The setting is properly insured and the certificate of insurance is displayed. Staff make sure all the visitors to the setting record their details in the 'visitors' book'. In order to protect the children, access to and from the premises is safely managed. To gain access to the setting all visitors and parents must knock the door which is then opened by a staff member and no-one gains access until their identification is verified. The staff are very thorough at checking all visitors and persons collecting the children from the setting. When on local walks or collecting the children from school as part of the wrap around care, the group follows the safety steps system. The staff wear high visibility jackets to alert cars to their presence and they use a rope for the children to hold on too when walk on the country road and children well aware of the need for additional road safety measures.

Staff are able to effectively and efficiently deal with all child protection concerns, and there is documented evidence to support this. The designated staff member share all relevant child protection matters with the staff. Most staff have attended relevant training and the remaining staff are attending child protection training course in the near future.

Helping children achieve well and enjoy what they do

The provision is outstanding.

The children have a super time at pre-school and really enjoy being in the setting. This is evident by the sound of happy voices and excited chatter. They arrive happy and confident and quickly settle into the routine making their own choices about their play. Children are interested in activities and involved in their learning. The support from friendly, dedicated staff helps all the children settle and become familiar with their surroundings and the daily routine. The children have an outstanding range of toys, resources and activities which link into the wide and varied curriculum. The sessions comprise of a combination of structured and unstructured play and

activities. The current theme is 'Space' and there are beautiful displays of the children's work all around the room; space mobiles are hanging from the ceiling and the children's rockets zoom in every direction on the beams across the hall. The children are purposefully engaged in lots of activities including the Duplo zoo and making Christmas decorations using foam shapes and sparkly glitter and pom-poms.

At the beginning of the year the children had a super time building a snow man when there was a brief flurry of snow. The children take part in lots of art and craft activities and using all their hands prints they made a fantastic picture of a tree and had lots of fun bubble painting. They often have the play dough out to play with and they are quite proficient at rolling, cutting, moulding and shaping the dough. During their topic 'Under the sea' the children visited the Aquarium at Henley. Other outings that have been a great success are a trip to the farm to see the lambs and regular walks to the local pond to feed the ducks. In the coming weeks the pre-school is organising a trip to South Hill Park at Bracknell to see the pantomime 'Aladdin'. The pre-school has a super range of additional resources which are rotated regularly to ensure the children's interest and learning is challenged and stimulated. For example, a wooden dolls house, changes for the home corner to make it into a hospital or office, lots of large soft play equipment and a garage and cars, plus many, many more. In addition to this the pre-school utilises the services of Osprey which is a mobile resources centre for providers to borrow further toys and resources to add to the already excellent variety of opportunities the setting provides. The staff are keen to promote the children's appreciation of the community around them. The staff point out interesting sights to the children such as the Red kite and the aeroplane flying by, when they are outside. The children also enjoy waving to the dustmen on their weekly rounds.

Nursery Education

The quality of teaching and learning is good. Children make extremely good individual progress because practitioners have a secure understanding of how children learn effectively and use their self-chosen play to extend their learning. The children positively interact with each other and particularly like sharing stories and predict the end of a familiar book such as 'Give it back Jack'. The staff read to the children with great expression and animation which captures and holds the children's interest. When using crayons, the children are able to make meaningful marks and symbols. They enjoy role-play to create imaginative scenarios and show delight when playing with the sand. They use a selection of tools to enhance their experiences with different natural materials, make good use of play materials and resources, and work out how things work through trial and error. For example, a group of children swarm around the Thomas train track and every child is involved in putting it together and discuss how they need to make the bridge stronger to support the train crossing. At lunchtime the children use their language skills to share thoughts and ideas, and during the session they enjoy staff singing repetitive songs and chants with them. At the present time the children are rehearsing for the Christmas concert and use bells as accompaniment to their hearty rendition of 'Jingle Bells' and 'When Santa got stuck up the chimney'. The staff play an important role in developing their language skills by talking with them about their experiences. During circle time the children are able to show the things they have brought in for the 'Show box'. Each child is given equal time to talk about the object they have brought in which range from teddy bears, a talking Eeyore to Star Wars figures. The staff carefully interact with the children and ask appropriate open-ended questions that expand the children's learning.

When planning activities and experiences the staff ensure that children experience all six areas of learning, which is demonstrated on the weekly and daily plans. Observations and assessments

are used to plan children's individual needs and as the staff know the children well this helps to plan for their next steps in learning. The staff reflect and evaluate the learning in the setting, which helps to link activities and experiences to children's learning and development.

Children benefit from good individual support to help them count to 10 and to recognise shapes, colours and sizes. Their understanding of numbers is reinforced as they take part in routine tasks as counting the number of children at registration and when they line up to go outside. However, some resources and activities need to be developed further to promote children's understanding of all areas of mathematical development. For example, weight, capacity, number recognition and formation.

The children take part in numerous physical activities indoors and outdoors to promote their physical skills including running, balancing and jumping. This is all collimated into a spectacular sports day which is enjoyed by the children and the parents as spectators. On a daily basis the children have tremendous fun with traditional games such as 'What's the time Mr. Wolf' or simply climbing in and out of large cardboard boxes. Children take part in copious amounts of activities in all areas of learning, which help to develop their fine and gross motor skills. They are very proficient at matching puzzles which requires concentration and dexterity. The children are able to control pencils, scissors and paintbrushes with a super range of activities to develop their manipulative skills.

Helping children make a positive contribution

The provision is outstanding.

The provision to help children make a positive contribution is outstanding. Children feel valued in the pre-school because the staff welcome every child into the setting and genuinely strive to help them reach their full potential. The staff endeavour to get to know each child very well and they sensitively interact with the children and are aware if they are tired or upset. The warmth and compassion they offer the children helps them to settle quickly. The play and education provision is organised and monitored exceptionally well to ensure children have access to the full range of activities, both in doors and outdoors. For example, all toys and resources are at child height and amenable to children. Children benefit very well from staff who adopt a consistent and positive approach to the management of their behaviour. They behave very well and are able to share and take turns. They are clearly very happy in this environment and the bubbling buzz of activity and excitement is prevalent throughout the sessions. The children have the opportunity to make decisions and are given choices, which help them learn right from wrong. They model the positive behaviour of staff and are able to deal sensitively with issues. They show genuine respect and understanding for each other. The children are aware of the pre-school rules which include being kind to each other and they adhere to them. All of the staff have a lovely manner when they are talking to the children and give lots of positive encouragement and praise all the time.

Careful planning ensures that children with learning difficulties and disabilities are integrated into the setting. Children have benefited from adaptations to the setting, which enable them to make good use of the play materials and equipment. Staff work with other professionals and parents to devise children's Individual Educational Plan (IEP) when they are needed; as a result staff are able to set achievable and realistic goals for the children. This is co-ordinated by the settings designated Special Educational Needs Co-ordinator (SENCO) who has extemporary qualifications in this area.

The staff have an excellent understanding of equal opportunities and inclusion of all children. There is a lovely display poster on the wall which shows children celebrating their different festivals and cultures so the children can identify with them. For example, Eid, St. Lucia; Rahsha; Trung Thu, Epiphany and Fassika. Children enjoy taking part in activities that develop their understanding of their own and other cultures, and look forward to visits from key people in the community. During their topic 'People that help us' the nurse came in from the local surgery and the children were able to 'use' the equipment she had and 'treat' each other, the postman came to visit and once a month the children go to the mobile library to borrow new books for the setting. The children made a textured wall and invited a visitor who is visually impaired and her guide dog in to talk to them and 'feel' their creation. They have covered many topics which help them learn about the world around them such as, England, the Great Outdoors, Candlemas and 'Our friends in the garden'. For Chinese New Year the children made a long dragon that they could all walk under and for Diwali they made candles. Staff are aware of equality and inclusion issues in line with the settings equal opportunities policy and the children have many opportunities to take part in gender-free activities and experiences. The children will be learning about St. Nicolas from one of the parents who originates from Germany and they enjoyed some turkey sandwiches when another parent came to talk to them about her own traditions for thanksgiving in America, which is her country of origin. The pre-school encourage the children to join in National charity fundraising events including Red Nose Day when they all dressed in red and Children in Need when they iced Pudsey bear biscuits. This is an excellent way for the children to be part of community life, helping other children whilst having lots of fun. The staff encourage the children to have a strong observance for tradition by making poppies and they walked through the village to the War Memorial statue to see the Poppies and wreaths that have been laid for Remembrance Sunday. Children's individually labelled brightly coloured pockets provide them with a sense of belonging as they store their pictures and personal belongings. The key worker system works very well and children benefit from spending time with their key worker. Children especially enjoy playing games that encourage them to develop awareness of themselves and others. Effective planning of experiences and activities helps children to develop their self-esteem and self-confidence. This positive approach fosters children's social, moral, spiritual and cultural development.

Partnership with parents is outstanding. There are strong home and setting links because the pre-school has excellent relationships with the parents. The 'parent liaison' organises a rota system and there is a parent at every morning session; both mums and dads. They have many opportunities to discuss and record their children's interests and the staff make good use of this information and are able to plan for children's individual needs. Children enjoy seeing their parents sharing their gifts and talents within the setting. The parents report that staff do value and appreciate their involvement within the setting and they speak highly of the staff and their congenial and consolatory approach to caring for their children. The parents are included in fundraising activities which provide some lovely mementos of their children such as the 'Fun Mats' which reproduce the children's drawings onto place mats and mouse mats as a lovely keepsake and professional photos of the children. A clear and informative notice board with relevant, up to date information is accessible to all parents. The open door policy for parents to speak to staff on a daily informal basis works effectively. This is reinforced through newsletters, very good information about the routines, curriculum and all aspects of the pre-school.

Organisation

The organisation is good.

Children's care is significantly enhanced by the pre-school's very good organisation. The children benefit from the compact and 'homely' atmosphere of the pre-school environment and the children make good use of the space that is available to them. The space available is utilised with maximum effect to ensure that there are optimum challenges for the children throughout the session. Children's care and learning is reinforced by the effective deployment of staff and very good leadership and management of nursery education.

The required documentation is available at all times and this helps to promote a stimulating and safe environment for the children. The staff make a conscious effort to adhere to the setting's policies and procedures. Individual recruitment and staff records are securely stored. The staff have collectively attended a range of courses which increase their knowledge and understanding of childcare and enhance their practice within the setting. These include courses which focus on developing children's communication and language, child protection, equal opportunities, Birth to three matters and helping children to increase their creative development. All staff are also trained in first aid. The children benefit from the effective operational plan and the staff levels are maintained at all times to help children feel secure. The staff are aware of their roles and responsibilities and most of the children are aware that one member of staff is responsible for them. Daily registers clearly state the time and date when children and staff are present. The children have many opportunities to interact and socialise. The staff are kind and polite to each other, as well as the children. This provides an excellent role model for the children and makes a relaxed and friendly working environment.

Leadership and management is good. The supervisors provide purposeful leadership and have a sound grasp of the strengths and weaknesses of the setting. The staff regularly reflect and review their practice at their meetings. This approach continually meets the needs of all the children. The whole team, regardless of their individual roles within the setting acknowledge that they also have a responsibility for leadership and management. To help protect the children the supervisors make sure all staff receive a comprehensive induction. During their annual appraisals staff are able to discuss their progress, training needs and their professional role within the setting. This provides the staff with opportunities to consolidate their new skills and knowledge. Therefore, children's learning and development is enhanced. All the staff are very enthusiastic about the pre-school and early years, which results in a happy team who work effectively together where children feel safe and secure in their environment and make good progress towards the early learning goals. There is genuine respect for and understanding of the children and their families, regardless of their backgrounds and abilities. Children's needs are central to any developments and changes within the pre-school. It is clear that every child within the setting does matter. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last Children Act inspection, the group were asked to establish a system to keep a written record, signed by parents, of medicines given to children and to develop all staff's knowledge and understanding of child protection issues. An effective system has been devised which ensures a written record to kept that has been signed by the parents. All staff have either attended training or are booked on courses in the near future to ensure that they all have a good knowledge and understanding of child protection issues.

At the last nursery education inspection, the group were asked to devise a planning and evaluation scheme to identify how activities will provide sufficient challenge for all children, particularly in literacy and physical development. They were also asked to maintain the assessment system to record children's progress towards the early learning goals and identify their targeted next steps in learning. A very good system is now in place which includes the planning and evaluation of activities to identify sufficient and specific challenges for all children, particularly in literacy and physical development. The staff have updated and maintained the assessment system to record children's progress towards the early learning goals and identify their targeted next steps in 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.

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):

- further develop hand washing practices prior to snack time

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 resources and activities to promote children's understanding of some areas of mathematical development

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