

Kenninghall Pre-School Nursery

Inspection report for early years provision

Unique Reference Number	254138
Inspection date	23 January 2008
Inspector	Lesley Gadd
Setting Address	School Close, Kenninghall, Norwich, Norfolk, NR16 2EJ
Telephone number	01953 888048
E-mail	
Registered person	The Trustees of Kenninghall Pre-School Nursery
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 inadequate – notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Kenninghall Pre-school is run by a committee of parents and carers. It opened in 1976 and operates from a mobile classroom within the grounds of a local primary school in Kenninghall Norfolk. A maximum of 16 children may attend the setting at any one time. The pre-school is open from 09.00 to 11.45 on Monday through to Friday during school term times. Afternoon sessions are offered according to demand from 13.00 until 15.30 during term time. Children attend for a variety of sessions throughout the week.

There are currently 18 children aged from two to four years on roll. Of these, 14 children receive funding for early education. The pre-school does not currently support children who have learning difficulties and/or disabilities but does support children with English as an additional language.

The pre-school employs two members of staff. Of these, one holds an appropriate early years qualification and one staff is working towards a relevant early years qualification.

The group receive support from the local authority teacher advisory service.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in a warm, well maintained environment. Suitable standards of cleanliness and sound hygiene practices minimise the risk of infection and promote children's health in most areas. The staff use anti-bacterial spray when wiping tables before snacks are served and regular cleaning and maintenance of the premises ensures the children can play on clean surfaces. However the toilet seat hinges in the children's facilities are marked with grime and could be a potential infection hazard.

Children are beginning to learn the importance of personal hygiene as staff remind them to wash their hands after they use the toilet and before they eat their food. Children's well-being if they become ill is given suitable consideration. The setting has clear procedures if children are unwell and parents' contact numbers are readily available. Children's welfare in case of accidents is given appropriate consideration. Staff are trained to administer first aid, a first aid box is easily to hand and parents have given written permission for staff to seek medical advice in an emergency.

Children's growth is generally promoted. They are fed regularly and can choose from a variety of fresh fruits, such as apples, grapes or bananas for their mid-morning snack. Children enjoy tasting different foods to stimulate their taste buds such as Chinese food as part of their festival celebrations. Children's individual dietary requirements are discussed with parents before care is provided and details are kept to remind staff of their allergies, intolerances or parental preferences. As a result, children's dietary needs are met.

All children enjoy some physical activity to promote their well-being. They have access to an outside play area daily and enjoy running around in the fresh air and exercising their lungs. Children are keen to demonstrate their physical skills as they climb on the activity equipment, kick balls and dig in the soil. Staff are quick to support children with their outside games. Children giggle with delight as they hold hands and spin around with staff standing nearby to catch them as they fall. However staff do not regularly feature physical development in their planning of children's activities. As a result, this limits opportunities for children to experience a wide range of physical exercise and develop their large muscle tone in more challenging ways throughout the year.

Children take the opportunity to rest and recuperate when needed supporting their sense of well-being. They relax on the cushions and enjoy a quiet story with staff.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

Children's safety is compromised. Registration systems to record the attendance of staff, children and visitors are not accurate and staff do not carry out fire drills with sufficient frequency to ensure that all new children are confident in escaping from the building quickly and safely. Toys and equipment are present in front of the rear exit door which could present a tripping hazard for children or staff if they need to evacuate in an emergency. Staff have a system in place to conduct daily risk assessments of the play environment however, the record has not been completed since December and has not been reviewed and changes made to ensure all hazard areas within and outside of the premises are included. It does not reference

keeping fire exits clear and addressing the outdoor ramp where children have slipped on a number of occasions recorded in the accident book. As a result, of the above children's safety is not robustly supported.

Staff do check the equipment before children arrive, security is sound and the setting holds relevant insurance. The staff give positive support to the children to help them learn about keeping themselves safe for future independence. They talk about road safety with the older children and younger children are well supervised when using potentially risky tools such as scissors.

Children are emotionally secure because they receive a warm welcome from the staff and they come into the group happily. New children are helped to settle because the staff provide them with plenty of individual attention. The premises are child-centred and the colourful toys, displays of children's art work and child-sized furniture all help children to feel at home in the group and stay relaxed.

Children's protection is given some consideration. All staff working at the group and the chair of the committee are vetted and they have a clear understanding about possible signs of abuse and what to do if they have concerns about any children in their care. However not all records to show that staff and committee are vetted are easily available and information about whom to contact if they have concerns is out of date. This could lead to an unnecessary delay in the setting accessing support for children if needed and not being able to quickly reassure parents if they have concerns about committee or staff. Children are partly protected from the possible risk of 'stranger danger' because they are not released at the end of group sessions to adults unless parents have given their permission.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

All children and staff enjoy warm relationships and children are self-assured from an early age. Children come into the group happily and are keen to play with their friends. They quickly find activities and are well supported in their care and play by a small number of familiar staff. Staff are kind and friendly in their approach towards the children and sit with them joining in with their play. Staff and children enjoy a shared giggle as they run around in the windy weather and staff eat the pretend food served to them by the children. Staff talk to the children about what they are doing and children communicate well. Staff speak clearly and often repeat words so that the younger children develop their vocabulary.

The younger children experience a range of enjoyable play activities. Staff have a developing knowledge of the 'Birth to three matters' framework however this is not always used effectively. As a result, developmental outcomes for younger children are not robustly supported. Children are eager to sing and play musical instruments developing a sense of rhythm. They competently make marks on paper and concentrate well when completing a number of paintings, showing pleasure when praised by staff for their creations. Children have developed strong friendships and show consideration for others as they help them find their coats for outdoor play. The home play area is well used by the children. They enjoy dressing-up in a variety of clothing and pretend to be police workers rescuing friends from imagined car crashes.

Nursery Education

The quality of teaching and learning is satisfactory. Children are developing skills in most areas of learning because staff have some knowledge of the Foundation Stage. However there are weaknesses in planning and evaluation that impact on the progress that children are making in their learning. Staff observe children as they play but do not consistently assess their next steps in learning and effectively incorporate their findings into the planning of play activities. Consequently, more able children's learning needs are not robustly met. Staff work together to plan the educational programme however they do not make consistent use of open questions when working alongside the children. As a result, children miss opportunities to extend their thinking and increase their knowledge and learning.

Children are developing personal independence as they self-select toys and some are starting to put on their coats independently. However staff are too quick to step in and aid children as a result, children are not developing a strong sense of self-reliance. Older children show their ability to form relationships by approaching visitors confidently and initiating conversations. Younger children are beginning to work well together. They share the small world house equipment well and each take turns to move the figures around the house whilst playing an imaginary game.

Children have regular access to books and they handle them appropriately. Staff make group stories interesting as they hold the book so that children can see the pictures and point out items of interest to stimulate the children's observational skills. The clear labelling and use of arrival name cards helps children to understand that print carries meaning. However staff do not consistently promote children's interest in different sounds and 'phonics'. As a result, children are not actively linking sounds and letters. Early writing skills are well supported by staff. Children make marks within their routine play to represent their ideas and older children are beginning to write their names. Children access a variety of tools to help them develop their small muscle tone. They use rollers, cutters, paintbrushes and glue spreaders confidently.

Children are developing some aspects of their mathematical thinking. They are encouraged during focussed activities to create pictures from different shapes and identify which items are bigger or smaller than each other. Children confidently count the number of peers at snack time and pieces in puzzles up to 15. However there are limited opportunities to explore more complex mathematical concepts and children miss opportunities to gain skills in problem solving.

Children build and design using a variety of construction materials and they learn about the natural world by examining bugs. Children are beginning to learn about their community through visits from people who help others such as the police service. The computer in the main play room is well used by the children. They competently manoeuvre the mouse to complete pre-school games.

Children's imagination is fostered through the use of a home play area that encourages them to explore a variety of roles. They have fun making imaginary phone calls or pretending to care for patients in a make believe hospital. Children have suitable opportunities to freely express themselves using a range of creative materials. They skilfully produce shaped bodies and splatter paint to make patterns with their hands and brushes. Children comment on the pink, purple and brown colours created noticing the changes through mixing them together. The musical instruments are used regularly encouraging children to develop an interest in music and singing.

Helping children make a positive contribution

The provision is inadequate.

Partnership with parents and carers is inadequate. Whilst parents feel staff are approachable and friendly they are not clear about whom to contact if they have serious concerns about the children's care or education. Details of what to do if the parents have concerns about the group and complaints procedures are out of date. This could lead to an unnecessary delay in children receiving any protection in an emergency and parents cannot be wholly assured about their children's welfare in this regard.

Parents are welcomed and staff make time to talk with them on arrival about their children's needs for the day. When families join the setting they are given an information pack which gives details of staff and policy information about some operational matters. Parents receive some information about the curriculum guidance for the Foundation Stage. It is briefly mentioned in the information packs, they know that scrap books are kept which record children's interests and when children leave they receive a report about their learning. However, parents are not asked to share what they know about their children's achievements and learning which prevents them from wholly engaging in the learning process to help secure their children's individual progress. Parents are invited to serve on the managing committee and regular letters help to keep them informed about any developments at the group. Consequently, parents are supportive of the group and state that their children are 'happy' to attend.

Children from all backgrounds are helped to feel at home in the group because they are treated with equal regard. Staff learn key words for children whose first language is other than English to ensure they are familiar and secure with some aspects of the care on offer. They call all the children by their names and look at them when they are speaking to show that they are interested in what they say and do. Consequently, children feel positive about themselves at the setting. Children are developing an understanding of the wider world through planned activities. They celebrate religious festivals from a range of faiths and experience a developing range of resources that positively reflect all members of society. In this way children are helped to learn about and respect diversity. Children's spiritual, moral, social and cultural development is fostered.

Whilst the group are not caring for children with identified learning difficulties and/or disabilities at this time staff are quick to recognise and act upon developmental delay. In this way all children are helped to participate to the best of their ability. Staff work closely with parents and other agencies to ensure that all children's specific needs are met.

Children have competent support to help them manage their own behaviour. The staff praise children frequently when presenting positive behaviour so that they understand what is expected of them. Children learn right from wrong through the clear explanations that they are given when the staff ask them to change their behaviour. Staff are suitable role models because they are calm and courteous.

Organisation

The organisation is inadequate.

Children's safety and welfare is inadequately supported. Organisation of the setting is not effective and they are not able to demonstrate that they have a robust understanding and are complying with all aspects of the National Standards. Children's safety is compromised as a result of ineffective use of systems around registration, fire evacuation and risk assessments.

Children's welfare in case of complaints or child protection concerns are inadequately supported as records are out of date. Complaints information and records to demonstrate that all staff and committee are vetted are not easily available. Consequently, the group are not able to operate effectively and fully comply with current legislation and working practices.

Staffing ratios are maintained and the adults have an appropriate understanding of how to prepare the layout of the playroom. Therefore children can eat in comfort, play actively and sit quietly when they choose to do so. Children are reassured by the familiar routine during sessions because they know what happens next. Their independence is suitably fostered because they can freely choose from a variety of toys and equipment that are set out at their level.

The leadership and management of the provision is satisfactory. The group's aims reference a strong commitment to supporting children's learning through play and staff provide appropriate activities to ensure children are stimulated. The organising committee and chair demonstrate a strong commitment to supporting the day to day running of the group and ensuring the service remains open and available to local families. However whilst there are systems in place to monitor the care and education for the children these are not used effectively. As a result, not all elements of the National Standards are met which compromises children's safety and children's individual learning is not robustly supported which limits their overall progress.

Overall children's needs are not met.

Improvements since the last inspection

At the last care inspection the setting were asked to improve fire evacuation procedures and update policies in respect of equal opportunities, behaviour management, child protection and sick children. At the last education inspection the setting were asked to improve the implementation of learning opportunities within everyday activities, achieve a balance across the stepping stones when planning activities, to make use of children's assessments to identify the next steps for learning and to incorporate these next steps into future planning. In addition, to develop staff's knowledge of other cultures and beliefs to develop children's activities and improve opportunities for children to compare groups of objects and learn about simple number operations. Whilst the setting have made progress on addressing some of the above points the need to improve fire safety, child protection under care and the use of assessments to identify children's next steps in learning and learn about simple number operations under education requires further action and improvement.

The setting have updated fire evacuation procedures to include a visual map showing the main exits routes in an emergency and have further developed information for parents about the setting's approach to behaviour management, equality, child protection and the procedures to be followed if children are ill. The staff have developed information sheets which are displayed around the play room giving detail about the learning opportunities within everyday activities. This improves parents', staff's and children's awareness of the learning benefits within their routine play activities. In addition, the manager alongside the local advisor has developed a quick reference guide about the early learning goals which is utilised when planning activities to ensure a variety of play experiences are offered to the children. One staff member has attended additional training around promotion of equality and developing diversity. The setting are continuing to develop their learning environment to enrich children's understanding and awareness of others.

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 inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care, the registered person **must** take the following actions:

- undertake periodic fire drills and ensure fire exits are not obstructed at any time
- ensure risk assessments are used effectively and that they are reviewed and updated to include additional hazards particularly, keeping fire exits unobstructed and ensuring the outside ramp does not present a slipping hazard
- ensure complaints information is updated to comply with current National Standards and ensure parents are fully informed about how to share their concerns
- ensure child protection information fully complies with current National Standards particularly, to show whom to contact if there are child protection concerns
- ensure records are always available for inspection particularly details of the vetting completed on the staff and committee.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

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):

- improve links between children's assessment records and planning of activities to ensure children's individual learning needs are robustly met and increase opportunities for parents to actively contribute towards their children's assessment records and learning
- improve opportunities for children to develop their thinking and learning skills by consistent use of open questions by staff
- improve the promotion of children's physical development and learning by increasing the profile of these activities within planning and increase activities that encourage children to link sounds and letters and enjoy problem solving

- improve management monitoring systems to ensure that children's learning is further supported and all aspects of the National Standards are robustly met.

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