

Kilkhampton Pre School

Inspection report for early years provision

Unique Reference Number	EY280043
Inspection date	29 January 2008
Inspector	Jane Burchall
Setting Address	Kilkhampton Junior & Infant School, Kilkhampton, Bude, Cornwall, EX23 9QU
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Registered person	Kilkhampton 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 satisfactory. The registered person meets 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?

Kilkhampton Pre-school has been operating since 1974. In 2004 it moved to premises in the grounds of Kilkhampton Primary School, in Bude. The building is single-storey with a large main playroom, a smaller room for quiet activities, toilets and a kitchen. There is also an enclosed outside play area.

The pre-school is managed by a voluntary committee, and serves the village of Kilkhampton and surrounding area. The group is open varied hours; Monday 09.00-13.00, Tuesday to Thursday 09.00-15.30 and Friday 09.00-11.45, term time only. The provision is registered to provide care for 20 children aged two to under five years. There are currently 33 children on roll, 23 of whom are in receipt of funded nursery education. The preschool supports children with learning difficulties and/or disabilities.

There are four members of staff employed, three have appropriate early years qualifications, one of whom has a degree in early years education. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is supported overall by the implementation of satisfactory systems. The environment is clean and well maintained. Appropriate steps are taken when preparing for snacks and lunch, the table is cleaned and children are provided with plates to eat their food from. Snack and lunch times are social occasions, where staff and children sit together and interact. Children are provided with an appropriate snack, such as fruit, cheese and biscuits. Lunch is provided by parents. Children are given milk or water to drink which they are able to serve themselves from small jugs. However, at other times, children are not able to independently access water as they have to ask staff should they need a drink. They are not fully protected from cross infection as soap is only provided in one toilet area and children use a communal towel to dry their hands. In the event of an accident, children are responded to appropriately as all staff are qualified in first aid. Comprehensive records of accidents are kept and these are shared with parents.

Children eagerly participate in outside play. They ride tricycles, scooters and ride-on toys, which they manoeuvre around the play area. Children develop other skills as they roll hoops, play hopscotch and play with a parachute with their friends. However, the outside area is small which affects children's ability to fully explore their play, without interruption from others.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a warm, welcoming environment where their work is displayed and valued. They access a range of suitable toys and activities. Some are set out on tables and the floor, others are available in low-level storage facilities. Toys and equipment are of good quality.

Children are kept safe as effective systems are in place and implemented. Staff monitor children's arrival and departure closely, supervise their play and undertake daily checks of areas. Children are beginning to learn how to keep themselves safe, with gentle reminders and guidance from staff such as, remembering to walk indoors and how to settle disputes verbally.

Staff have sufficient knowledge of how to protect children. They are aware of how to recognise abuse and what to do should they have a concern about a child in their care. Practice is underpinned and supported by the implementation of suitable procedures.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children know the routine and settle well, immediately seeking out toys and activities to engage in. Staff have good relationships with children, their interactions are kind and positive. Children enjoy playing with the activities set out by staff and play both independently and alongside their friends. However, whilst other activities are accessible within low-level storage, children do not regularly independently select from these, to make further choices about their play. Staff miss taking opportunities to fully encourage children's independence.

Nursery Education

The quality of teaching and learning is satisfactory. Children make sound progress in their learning, as staff understand the Foundation Stage curriculum. They plan a range of activities and offer a broad curriculum, covering all areas of learning. Staff observe children both in their play and during structured activities, to plot their development across the stepping stones. This builds a picture of children's progress over time. However, staff do not always make sufficient use of this information to ensure the activities they provide offer sufficient challenge, and take children onto the next step in their learning. For example, whilst working in key worker groups, more able children easily achieve the aim of the simple planned activity, naming colours.

Most children are able to recognise their own names as they self-register and put their work into their named trays. Some are beginning to recognise the sounds of letters at the beginning of their own name and those of their friends. Children are able to count to large numbers, as they count how many are present, together. They explore other mathematical concepts such as size and shape.

Children enjoy role play when they pretend to be 'Bob the Builder' in the imaginative play area. They are provided with a simple range of toy tools to experiment with. They explore information and communication technology (ICT) as they answer the telephone in the builder's office, taking orders. Children work together in the sand tray, and spend time building 'mountains'.

Children take part in a range of creative activities. Whilst they are given some opportunities for free creativity, many activities are focussed on decorating shapes and pictures pre-prepared by staff. Children experiment with sound using musical instruments, and are able to name many including, castanets, maracas and xylophone

Helping children make a positive contribution

The provision is satisfactory.

Children are learning about the community in which they live, as visitors from outside teach them about being a builder and using diggers. They are beginning to learn about the wider world as they celebrate a range of festivals including Diwali, Chanukah and Chinese New Year. They explore other festivals, including weddings, when they role play a wedding in preschool before visiting the local church.

Children with learning difficulties and/or disabilities are offered support appropriate to their needs. Staff liaise with outside agencies, other care providers and parents to ensure they offer consistent care.

Children behave well overall. They are beginning to learn how to share and take turns with gentle reminders from staff. Staff act as good role models and manage children's behaviour positively. Children's social, moral, spiritual and cultural development is fostered.

The partnership with parents and carers is satisfactory. Children benefit from effective relationships that staff build with their parents. They are offered consistent care as staff and parents exchange information at the start and end of each session. Parents are provided with some information regarding the Foundation Stage curriculum and the activities their child is involved in. They are supported to extend their child's understanding of letters and numbers at home, through ideas included within newsletters. Parents are informed of their child's developmental progress through meetings twice a year. In addition, parents are able to access their child's progress records at any time, as they are kept in their child's individual drawers.

However, staff do not collect information from parents regarding their child's starting points on admission, to ensure they build upon what children already know and can do.

Organisation

The organisation is satisfactory.

Staff are well deployed to support children's learning. The environment is well organised and enables children to have access to a sufficient range of activities each session. Children's health and safety is promoted as all regulatory documentation is maintained and reviewed regularly. Procedures in place ensure staff are suitable to work with children, although the setting do not currently consider staff's health as part of this process.

The quality of leadership and management is satisfactory. The committee and staff are clearly committed to providing children with good quality care and education. Systems support staff to plan a sufficient curriculum to ensure children make sound progress. Staff monitor children as they take part in structured activities to ensure children access activities across the curriculum. Staff are supported by the committee and they are able to access training to meet their professional developmental needs and enhance the provision. However, systems to monitor the overall effectiveness of the curriculum are weak and do not always successfully identify areas for improvement.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection, the setting were asked to address several recommendations. These have all been addressed.

Firstly they were asked to improve staff's knowledge of the Code of Practice. The setting have an identified person with specific responsibility for children with learning difficulties and/or disabilities. She has attended a range of appropriate training and has sufficient knowledge to enable her, and the setting overall, to support children's individual needs.

The setting were asked to ensure information given to parents was accurate, that required policies and procedures were in place and reviewed regularly. The setting now have a range of policies and procedures, as well as informative notice boards, a prospectus and a newsletter. The committee ensure the accuracy of information provided by undertaking regular reviews.

Finally, they were asked to develop staff's knowledge of child protection. Staff now have sufficient knowledge of the steps to take should they have a concern about a child in their care. This enhances children's well-being.

At the last inspection of nursery education, the setting were asked to address three recommendations. These have also been addressed.

They were asked to develop a system to monitor staff, and use information gained to inform a training and development plan. Staff now receive annual appraisals where they are given the opportunity to explore their strengths and areas for development. The committee support staff to access training to enhance their professional development and improve outcomes for children.

They were also asked to ensure children have equal access to all areas of the curriculum. Staff monitor which children take part in structured activities. They actively encourage all children to take part equally, ensuring they access the breadth of the curriculum.

Finally, the setting were asked to provide opportunities for children to practise their ICT skills. Children use keyboards and telephones whilst playing in the imaginative play area. In addition, children have access to a computer, CD player, DVD player and television.

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):

- improve procedures for hand washing to prevent cross infection
- ensure children have easy access to drinking water
- provide further opportunities for children to develop their independence.

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):

- use information gained from assessing children's progress to inform planning, ensuring activities provided offer children suitable challenge
- gather information from parents regarding children's starting points to enable staff to build upon what children already know and can do
- develop systems to monitor the effectiveness of the nursery education provision.

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