

# Kineton Playgroup Ltd

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY359930
<b>Inspection date</b>	12 June 2008
<b>Inspector</b>	Anne Felicity Taylor
<b>Setting Address</b>	Kineton C of E Primary School, King Johns Road, Kineton, WARWICK, CV35 0HS
<b>Telephone number</b>	07814769082
<b>E-mail</b>	
<b>Registered person</b>	Kineton Playgroup Limited
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Sessional care, Out of School 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?

Kinton Playgroup opened in 2007 having previously operated from a Methodist church hall in Kinton since 1967. It now operates from an open plan room in a purpose-built building, situated on the site of Kinton Church of England Primary School, Warwickshire. A maximum of 32 children may attend the setting at any one time. The setting is open each weekday in term time from 08.00 to 18.00, providing both pre-school and out of school care. Out of school provision is available to children over three-years-old from 08.00 to 09.00 and 15.15 to 18.00. Pre-school provision, for children of two years nine months to school age, offers sessions from 09.00 to 11.30 and 12.30 to 15.00. A lunch session between 11.30 to 12.15 can be added to a morning or an afternoon session, with children bringing a packed lunch. Children attend for a variety of sessions and full day care. All children share access to secure enclosed outdoor play areas, including the school grounds.

There are currently 147 children aged from two to 11 years on roll. Of these, 55 children receive funding for early education. Children come from the local area and surrounding villages and rural areas. The nursery currently supports a number of children with learning difficulties and/or disabilities and is able to support children who speak English as an additional language.

The setting employs 19 members of staff. Of these, 13 hold appropriate early years qualifications.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is outstanding.

Children benefit enormously from the outdoor play opportunities which are available for the majority of the day. This has a notable impact on the children's physical well-being and development because they are out in the fresh air and learning in a stimulating outdoor environment. Children are very excited by the current developments to the outdoor play area including a one way track for wheeled toys, a large play house and a sand pit and performance area. Using the covered area, children 'bath the babies', build large construction with kits and cardboard boxes, and read stories with staff and their friends. Pre-school and out of school children enjoy using gym equipment and developing ball skills playing with friends. Children use the school grounds for investigating and exploring nature and for special events like sports day, and younger children enjoy 'wiggle and jiggle' sessions. Local walks to feed the ducks and post letters supports the children's awareness of their community and local environment. Children and parents enjoy the swimming sessions available weekly in the school's swimming pool. Creative activities ensure that children develop good hand control and they handle small tools with increasing skill, for example, scissors.

Children gain a thorough and clear understanding of the importance of good personal hygiene routines with the consistent support and guidance of the staff. Children routinely wash their hands before snack and lunch and after outdoor play or using the toilet. The easily accessed and well-resourced facilities encourages the children to develop positive hygiene habits, for example, liquid soap and paper towels. A comprehensive health and safety policy is in place and staff are meticulous about keeping all areas and equipment clean and hygienic, for example, cleaning tables thoroughly between activities. Information about the sickness policy is easily available to parents and current contact details are maintained. Parents are kept fully informed about any events during the day as effective procedures are carried out, for example, accident recording procedures. Staff with current first aid training are always on site, and a fully-stocked first aid box is easily available. Therefore, children are cared for very well if they have an accident or become ill.

All the children are extremely well nourished and hydrated because they enjoy a variety of healthy snacks and drinks throughout the day, including fresh fruit, bread sticks and rice cakes, plus milk, juice and water. Children attending for breakfast club are offered an impressive variety of healthy and sustaining food including fresh fruit, cereals and porridge, yoghurts and toast. After school they enjoy a tea of muffins, wraps or bagels. To follow themes and celebrate festivals children often cook themselves, for example, making bread. Pre-school children staying for an extended session or all day bring a packed lunch. Staff eat with the children and meal times are happy social occasions. The children are encouraged to enjoy their food as they chat to friends and staff. Staff are committed to promoting healthy eating as they guide the children to eat savoury foods first, and as they discuss which food will help them to grow and make them strong. Excellent procedures are followed to ensure all food is stored and prepared safely, for example, staff complete food hygiene training, and refrigeration temperatures are monitored and recorded.

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

The provision is good.

Children are cared for in a clean, welcoming and secure environment. There are good procedures in place for the safe arrival and departure of the children. The accommodation is light and spacious with plenty of storage that can easily be accessed by the children, therefore, developing their independence skills. The activity areas are organised to be exciting and interesting for the children, with a wide variety of activities and play set out for their arrival.

Children use high quality equipment appropriate to their age and stage of development. The building is bright and attractive and different areas are suitably equipped to encourage independent and group learning, for example, the book area in the quiet room. Play equipment is safety checked as it is used and staff ensure it is clean, therefore, children use suitable and safe equipment. Children also explore natural materials, increasing their curiosity and knowledge of the world around them, for example, sand, wood and water. They learn to care for equipment well as they help to tidy up.

Children have a well developed awareness of safety as staff constantly reinforce the need for safe behaviour indoors and outdoors. Emergency evacuations are carried out regularly which means that children are familiar and comfortable with the procedure. All fire and electrical equipment is checked routinely, ensuring it is safe. Children respond well to the boundaries set by staff and are delighted when they are praised for achievements, and good or kind behaviour. Staff deployment is clear enabling staff to be vigilant about children's safety at all times. There are well-maintained risk assessments.

Children are protected from abuse or neglect. Staff attend training and appropriate policies and procedures are in place. There is designated member of staff taking responsibility for child protection and all staff are aware of their responsibilities and the procedure to follow.

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

The provision is good.

Children take part in a very wide range of well-organised activities in the pre-school and out of school facilities. Children are settled and confident and feel secure in the setting's environment. They display warmth and affection for staff, with staff reciprocating appropriately. Parents and carers have clear lines of communication with staff. They are comfortable to approach staff, telephone or ask for an appointment at any time.

Children aged two to three years are well supported by staff as they settle in to the pre-school. Developing good social skills is a strong area of planning for younger children. They receive individual loving care and attention as they settle in to the routine and feel valued as they are welcomed into the setting, with their family. The experienced staff team are skilled at adapting activities to meet the needs of younger children. Children are becoming confident communicators, chatting to staff about events at home and playing imaginatively in the 'summer shop'. Staff observe the younger children carefully, which means they can plan effectively for the next steps in each child's development.

Older children attending before or after school arrive eager to meet up with friends and organise their own play. They enjoy playing outdoors after breakfast, walking with 'giant feet' and using the rowing machine. They swap cards, and chat to staff about how the work is progressing in the garden. The children devise their own rules for the out of school sessions, and can 'apply

for jobs' within the setting, for example, as librarian or as a reporter for the newsletter. This raises their self-esteem and encourages them to take on some responsibility. The strong links between the out of school facility, the school and the local community benefits the children enormously, giving them a real feeling of belonging and of being valued.

## Nursery Education

The quality of teaching and learning is good. Children are progressing very well towards the early learning goals. Children generally benefit from the good understanding and knowledge staff have of how young children learn, and their developing knowledge of the Early Years Foundation Stage. This includes the effective use of the time and resources in the general routines, for example, free access to well-resourced creative and graphics areas. Some opportunities to extend children's understanding in group activities, through effective conversations and questioning are missed, limiting children's learning. Planning is very comprehensive and covers all the areas of learning. The pre-school follows general themes, but planning is always flexible which allows staff to respond positively to children's interests, preferences and levels of understanding. There are stimulating activities available to spark the children's interest, for example, making fruit juice ice cubes for slush drinks. However, staff do not always excite and motivate the children to try new activities. This means that children sometimes do not choose to take part in a wide variety of play and learning. Staff are skilled at supporting all the children to develop their own play as they make dens and cars from cardboard boxes, therefore, all the children are included and learning is fun. Staff observe the children and complete assessments. However, these are not always completed promptly or in full, which may delay individual learning targets being set. Individual learning plans are used effectively to inform the planning ensuring that children's learning needs are met and that progress is good.

Children are very comfortable in their surroundings, responding positively to the staff team. They are confident, settling quickly to worthwhile activities, playing alongside and cooperatively with friends. Children select their own play or request specific equipment, organising themselves to take turns and share, for example, as they build a train track, helping and encouraging each other. Free access and lots of choice enables children to learn effectively, as their imaginations develop play which builds friendships and helps them to express their feelings. Children are becoming respectful of each other and property, as staff encourage good manners and thinking of others. They gain an understanding of their local community as they enjoy walks to the post office and to a local pond. Children develop independence skills as they put their coats on for outdoor play and select and pour their own drinks at snack time. Children have a busy routine and behave very well.

Children appreciate the wide variety of books available to them in the comfortable book area, and they are learning how to use books for facts and for stories. They enjoy books at group story time, individually with staff, or on their own or with friends. Children concentrate well and join in enthusiastically as they listen to 'Bear and the Picnic Lunch'. The library system offered by the setting lets children develop their love of books with their parents at home. Speaking and listening skills are a high priority and children speak confidently during 'show and tell', and they are learning to be considerate when listening to others. There are many opportunities for children to write for a purpose and older children are forming letters well and writing their names. Staff display skill as they extend the children's vocabulary during general discussion and as they discuss a planned trip to Kenilworth Castle.

Children are offered many opportunities to develop mathematical skills. They enjoy learning about size and volume as they play with sand and water, and as they measure liquids in a jug. They count during routine activities, for example, as they count heads at registration time. Staff develop the children's mathematical understanding further as they introduce simple sums. They learn to recognise numbers as they see clear displays throughout the setting and as they complete interesting number puzzles. Group games ensure that children gain confidence in using numbers and counting, for example, buggo bingo. Children solve mathematical problems as they compare 'who is the tallest' on the height chart, and as they calculate and solve problems when building a track.

Children experiment with a lot of exciting natural materials which contributes a great deal to their knowledge and understanding of the world. They are curious and fascinated as they observe how coloured water affects different flowers and plants and as they melt chocolate to make crispy cakes. They are excited as the tadpoles become frogs, raising their awareness of natural development. Children experiment with binoculars outside and enjoy investigating the properties of jelly. Children gain an understanding of others as they welcome new children into the pre-school and as they celebrate a variety of festivals. Opportunities to use every day technical equipment are very good, and children increase their skills at the computer, using the mouse to complete interesting programmes. They use calculators in the construction area and telephones in the home corner. Children create and construct complex models using a variety of fixing methods and recycled materials.

Children are offered lots of stimulating choice for creative activities. These enable them to use their imaginations and express their feelings with confidence. The setting displays colourful and interesting examples of the children's work, for example, clay models and animal camouflage. They appreciate the active support of staff in the 'summer shop', as they try on swimming costumes, trunks and goggles, and chat about 'holidays' they are going on. Small groups of children are absorbed in their play as they 'make dinner' in the tent outside, and use puppets with the small world castle. Children really enjoy a music workshop, developing their listening skills and responding to rhythm. They experiment making their own music using cardboard tubes. Play dough and malleable sand ensures that children use their imaginations making 'birthday cakes with candles', effectively developing interesting conversations and enthusiastic singing.

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

The provision is good.

Children and parents are welcomed into the setting, with staff valuing and respecting the individuality of each child within their family context. Therefore, all the children settle down quickly and can play a full part in all routine and organised activities. Staff set a strong example to the children, ensuring that they develop positive attitudes to others. As parents with interesting jobs visit the group, the children begin to understand about their own culture and the wider world, for example, a police officer and a member of the army. Children have access to a broad range of play resources and books that show positive images of culture, ethnicity, gender and disability, developing their understanding of the wider world.

Children's individual needs are met well. The key worker system ensures that any special requirements are discussed and that there is consistent communication and information exchange between staff and parents, for example, for dietary requirements. This means that trusting and strong relationships are built up and that the specific needs of children are recognised and met

sensitively. Children's progress and achievements are observed and recorded and, therefore, their ongoing care and learning needs are met well, for example, individual target setting.

Staff are excellent role models as the children learn to take turns, share and to be considerate and helpful. Children's spiritual, moral, social and cultural development is fostered. They begin to understand right from wrong through the consistent boundaries being set, and the age-appropriate methods staff use to manage behaviour, for example, explanation and gentle reminders. Older children develop their own rules for before and after school increasing their sense of responsibility. Children's tidying up routines are impressive and they respond positively to the praise offered as they help, and their self-esteem is enhanced. They develop an understanding of the feelings of others as they offer support to a member of staff who has forgotten her glasses.

The partnership with parents and carers is good. Children are very happy and flourish due to the strong, open relationships between parents and staff, effectively developing the involvement of parents in all aspects of their child's care. Parents receive a prospectus when their child starts at the setting, and ongoing newsletters about activities and events. They complete a profile about their child's level of development and achievements as their child begins to attend the setting. Parents and older children are offered regular opportunities to comment about the service they receive through questionnaires. Volunteer parents have a valuable role within the setting, supporting staff in general routines and for outings and special events. The parents of children receiving funding for education can access information about the planning and curriculum through a notice board and regular discussions with staff. However, written and pictorial displays of what the children are learning from activities are not clearly visible which may limit some relevant information for parents. They have easy access to their child's development and achievement folder, and appreciate open evenings for more in-depth discussions. Parents are delighted with the flexible service offered by the setting and the access they have to key worker staff and senior staff on a daily basis. They appreciate the support they receive when their child completes their first school visits, and the workshops offered on 'Getting Ready for School'. There is a complaints procedure in place, but it does not direct a complainant to the regulator at all stages of the procedure, which means that this option is not clear to parents and others.

## **Organisation**

The organisation is good.

The organisation of the pre-school premises and the deployment of the staff means that children develop very well, have lots of fun and learn well within the caring environment. Indoor and outdoor space is used to maximise play opportunities for the children. Consideration is given to children wishing to develop their own play with minimum supervision, and to children completing quiet activities. The good staff to child ratio positively supports children's care, learning and play.

The leadership and management is good. The majority of the staff team hold appropriate early years qualifications and have lots of experience. They are all fully involved in planning play and curriculum activities, which are flexible and easily adapted to meet individual needs. Staff are clear about their roles and responsibilities and create an environment where children are settled and become confident. There is a comprehensive induction procedure. An effective appraisal system is being developed and staff are encouraged to complete short courses and to add to their qualifications. Therefore, they increase their skills and knowledge and keep up-to-date with developments in early years, for example, the Early Years Foundation Stage.

Procedures and policies generally support the staff in working very successfully in partnership with parents and carers. All the required documentation which contributes to children's health, safety and well-being is in place; much of it is currently being reviewed. Registers are maintained meticulously. However, some records are completed in pencil, which is not a permanent record. A current public liability insurance certificate is displayed. Children benefit as their families are welcomed and fully involved with the life of the setting. Overall the children's needs are met.

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

Not applicable.

### **Complaints since the last inspection**

Since registration 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):

- review the policy and procedure for complaints
- ensure all records are completed in pen.

#### **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 all opportunities are taken to excite and motivate the children about the activities available, and to extend their learning through effective questioning and conversations
- ensure individual assessments are completed regularly and in full
- review the information for parents to include additional details about the educational curriculum.



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)