

# Kilmington Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	105988
<b>Inspection date</b>	23 May 2008
<b>Inspector</b>	Michelle Tuck
<b>Setting Address</b>	The Village Hall, Kilmington, AXMINSTER, Devon, EX13 7RG
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<b>E-mail</b>	
<b>Registered person</b>	Kilmington Pre-School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are 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?

Kilmington Pre-School has been established for approximately 25 years and is run by a committee of parent volunteers. It operates from the village hall, set in the rural village of Kilmington, near Axminster, Devon. The accommodation consists of a main hall which is arranged to provide separate areas for play. Toilet facilities are accessed through the foyer. A fully enclosed play area, laid to grass and safety surface, is available for outdoor play. Kitchen facilities are available to staff. The group is open Monday, Wednesday, Thursday and Friday during term time only. Sessions run from 09.15 to 11.45. The pre-school serves the local community and neighbouring villages, and places are offered to children who come from a range of different backgrounds.

A maximum of 26 children may attend at any one time. There are currently 16 children on roll, 12 of whom receive funding for early education. The group supports children with learning difficulties and/or disabilities. There are no children attending at present that have English as an additional language. The pre-school employs a qualified play leader who holds an NVQ level 3 and an assistant, who is studying towards an NVQ level 2 in childcare and education.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Children benefit from eating healthy snacks, including a variety of fresh fruit, and savoury or plain biscuits. They drink milk or apple juice at snack time, but drinking water is not easily accessible at other times. Any special dietary needs are recorded and met. Children enjoy daily physical exercise in the outside play area, as they practise throwing and catching balls or manoeuvre ride on toys.

Children receive satisfactory protection from infection. They play in a reasonably clean environment, where there are mainly good routines for maintaining hygiene standards. For example, staff clean tables before children eat. Children learn good routines regarding hand washing at appropriate times. They use soap and paper towels, to reduce the spread of infection.

Children receive appropriate care when they are unwell or injured, as both staff have a current first aid qualification. Children's care is consistent, as records of accidents and medication are shared with parents, and records protect the confidentiality of children and parents.

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

The provision is satisfactory.

Children play in secure premises. Although the doors are usually locked as soon as parents depart, on the first day of the inspection this was not the case and therefore children could leave unsupervised. There are good systems for ensuring that only authorised adults collect children. Staff provide a mainly safe environment for children, with written risk assessments in place. There are written risk assessments for activities or outings, such as walks in the village, so children are protected by robust systems for reducing all identified risks. Generally, staff have a good understanding of safety issues and they help children to be aware of their own safety, for example, by explaining why they should not run in the hall.

Children choose from a satisfactory variety of toys and resources, which are available at low levels, for safe and easy self-selection. Resources are checked daily for safety and they are cleaned regularly, so they are always maintained in a good condition. Children are safe in emergencies, as they regularly practise evacuation procedures. Practices take place on different days of the week, so that everyone knows the routine. Children are well protected from abuse or neglect, as staff have a clear understanding of all safeguarding issues and procedures. The safeguarding policy is up-to-date and contains all the necessary information.

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

The provision is satisfactory.

Staff have a sound understanding of the Foundation Stage curriculum and plan a varied range of activities that support learning in each of the six areas of the curriculum. Staff closely observe the children and record valuable observations of their achievements, and a system is in place to ensure this information is used to influence future planning. Children enjoy attending the pre-school and they have access to a variety of play experiences during each session. Very young children engage in some sensory play, which encourages them to explore and investigate, such as with dough, paint and water. Resources include different materials, such as wooden bricks, soft balls, plastic animals and dolls' bedding. However, planning does not take into

account the Birth to three matters framework and there is no regular provision of, for example, mirrors to help children develop a sense of self, or photographs of children and their families to promote their sense of belonging. Sessions include plenty of free play and a good balance of structured activities.

## Nursery Education

The quality of teaching and learning is satisfactory. Staff plan interesting topics. They observe and record children's achievements, and systematically track their progress towards the early learning goals. Consequently, targets for the next steps are clearly identified and activities are adapted to meet children's individual learning needs. Staff know children well and often interact skilfully with them, especially in small-group sessions, using questions and discussion to promote their understanding and development. For example, staff encourage children to describe what they see when they shake the snow storms they are making. However, there is limited planning and assessment for the younger children.

Children enjoy sharing stories and they respond confidently to the effective questioning of staff. They recognise their own name at registration and at snack, but do not get regular opportunities to practise their writing skills. For example, they do not routinely label their work or write for different purposes. Children count the number of children present at registration, but their learning is not extended further, for example, children do not look at how numbers join together or make simple calculations.

When encouraged by adults, children develop their creativity, using dough or paint or by drawing pictures. They play with dolls and make progress in developing their imaginations, when staff engage with them in their play. They enjoy singing familiar songs. Children develop their physical skills, as they use cutters, scissors and brushes with increasing coordination. They develop good control of their large movements, as they negotiate spaces and use a variety of physical play equipment in the outside area.

## Helping children make a positive contribution

The provision is satisfactory.

Children enjoy consistent care, due to the staff's good systems for communicating with their parents. The prospectus, notice boards and regular newsletters provide clear information about all aspects of children's care and staff spend time exchanging information with carers on a daily basis. Most policies and procedures are up-to-date, but the complaints procedure does not contain the current contact details for Ofsted. For children receiving funded nursery education, the partnership with parents and carers is satisfactory. Records are always available. However, parents do not have the opportunity to meet with their child's key worker on a more formal basis to discuss their child's progress.

Children's behaviour is generally good. They are nurtured in a caring environment, where they enjoy warm relationships with staff. They receive plenty of praise, which promotes their self-esteem, and they respond to the group's clear expectations of their behaviour. Staff use appropriate and consistent strategies to manage challenging behaviour. All children and families are welcomed and included, and staff offer support to family members when appropriate. Children's spiritual, moral, social and cultural development is fostered. Children have access to resources which reflect positive images of diversity, but at present there are limited opportunities for the children to learn about the wider world through the activities offered. Those with learning difficulties and/or disabilities are welcomed to the group and all children are valued

as individuals. Staff work closely with parents and other professionals, to ensure that children's additional needs are met.

## **Organisation**

The organisation is satisfactory.

Children are cared for by appropriately qualified staff, who are committed to developing their skills through further training. Adult ratios are good, so children generally receive sufficient individual attention. The committee has begun to identify and address current issues, for example, by updating policies and procedures and implementing staff appraisal systems. Leadership and management of the nursery education are satisfactory. Staff discuss and evaluate activities and have some understanding of ways to improve the consistency of children's experiences. They have begun to work closely with the local school, to help children with the transition.

Children enjoy the facilities of a large hall, where the space is used reasonably well to provide a range of play opportunities. Standards of safety and hygiene are satisfactory. Children's care is underpinned by all the required documentation, and the majority of policies and procedures are up-to-date and contain relevant details. Overall, the pre-school meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last inspection, four actions were raised. The group agreed to plan and provide activities to promote children's development in all areas. The group now plan activities around a theme and cover all the six areas of learning, to ensure children receive a good balance across the curriculum. The group also agreed to ensure the space and resources are organised to meet children's needs effectively. Children can access resources from boxes which are placed at their height and the room is set out prior to the children arriving, providing concrete areas such as a book corner, messy area and snack table. The group were asked to develop a planning and assessment system to ensure that each child makes progress in all areas of learning. A comprehensive planning and assessment system is in place which monitors the progress of the children through the stepping stones of the Foundation Stage curriculum. They were also asked to improve the choice of activities and staff interaction to provide a more stimulating environment where children are challenged appropriately, to help them reach their full potential. Children and staff interact very well. Staff get involved in supporting children in their chosen activity and a good choice of activities are offered each session.

## **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 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 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):

- make drinking water more easily accessible
- ensure the premises are always secure so that the children cannot leave unsupervised
- ensure the complaints procedure contains the correct contact details for Ofsted
- develop and implement a system of planning and assessment for younger children

#### 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):

- provide more opportunities for children to practise calculation
- provide more opportunities for children to practise their early writing skills, for example, by encouraging children to label their work or writing for different purposes
- provide more formal opportunities for parents to discuss their child's progress

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)