

Kiln Hill Pre-School

Inspection report for early years provision

Unique Reference Number EY359531

Inspection date 10 June 2008

Inspector Ann Marie Lefevre

Setting Address The Mitchell Memorial Hall, Kiln Hill, Tweedmouth,
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Telephone number 01289 330052

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Registered person Kiln Hill Pre School Limited

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 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?

Kiln Hill Pre-school was registered in November 2007 and is approved to provide care for a maximum of 26 children aged from two to under five years. There are currently 36 children on roll. The group is participating in the Foundation Stage of Learning. There are 26 pre-school children in receipt of funded nursery education; 20 of these are three years olds and six are four year olds.

The pre-school serves the immediate community and surrounding areas. The premises are open from 08.50 until 12.00 Monday to Friday during term time. Children are accommodated within the Mitchell Memorial Hall, which is a single storey building situated in the coastal town of Berwick upon Tweed and close to local amenities. There is an entrance foyer, playroom, toilet facilities and a kitchen. An enclosed outdoor play area is adjacent to the playroom.

Overall responsibility for the group lies with the management committee, many of whom are staff members. There are three regular members of staff including a care manager and a deputy manager who are appropriately qualified and experienced. There is also a supply member of

staff and students and volunteers are welcomed into the setting. The group benefits from close links with the local school. There is also support from an early years adviser.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are encouraged to be aware of health and hygiene; they have opportunities to develop this awareness during their daily routines and activities. They learn about keeping their bodies healthy. For example, they are encouraged to dress appropriately for the weather, find out about what food is good for them and a dental nurse has visited to help children develop their understanding of dental hygiene. Children wash their hands before handling food, after going to the toilet and after messy play; they learn about preventing germs spreading. They use liquid soap and paper towels which helps to prevent cross infection. Children only use cold water at present for hand washing, as the hot water cannot be safely regulated. However, a mobile sink unit has been ordered, which has a potential for it holding warm water in the tank. Children are encouraged to help keep their play areas tidy and most respond happily to tidy up prompts to put small play items away.

Children's health requirements are highlighted in the recording systems. There are accident and medication records in place and written parental consent is gained before administering medication. Other documentation, for example, individual details and registration sheets ensure that parents and staff are kept informed about any issues. All staff have completed appropriate first aid training as well as food hygiene related courses. There is a first aid kit which is checked for dates; however, the contents are a little limited. First aid items are taken on outings. Staff are keen to ensure that children benefit from being cared for in a clean and healthy environment.

There is a healthy eating policy in the pre-school. Children may choose from a selection of fresh fruit, raw salad vegetables and cheese biscuits at snack time; different items are offered at the sessions to ensure that children have a varied snack. Snack times are pleasant and relaxed social events where children enjoy sitting with their peers and staff members. Children have a choice of milk or water at snack and individual water bottles are readily accessible so children may help themselves. Children learn about how food arrives on the table as they do some simple cookery activities, for example, making pancakes, or choosing toppings to put on pizzas. Steps are taken to ensure that any special dietary needs are met and staff are aware of children's requirements when food is prepared and served in the setting during activities.

Children develop their physical and emotional wellbeing in a range of stimulating activities. They are able to participate in energetic activities which strengthen their bodies as well as develop their thinking skills, for example, as they participate in large parachute games. They are able to benefit from being outdoors in the enclosed play yard where they can create chalk pictures or plant and tend vegetable seeds in pots. Children use a range of play equipment to promote a healthy body as well as having lots of fun as they socialise with other children and adults.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The premises are well organised for children to use safely. Children benefit from being able to access the designated childcare areas with close, age appropriate supervision and support. Staff

ensure the premises are safe and secure. Many effective safety measures are in place, for example, there is a very good lock and buzzer system to the main entrance, sockets are covered, and high door handles to the playroom and kitchen ensure that children's movements around the building are controlled. Appropriate fire fighting equipment is in place, fire extinguishers are secured and fire exits are kept clear. Fire exit notices and evacuation procedures are in place. Regular fire drills are organised and records are maintained in relation to these; there is a comments section in the records, however, they tend to be about weather conditions and do not indicate any issues identified during the drills.

Staff take steps to ensure that children do not gain access to any potentially hazardous areas or items and continue to develop their awareness of safety issues. Formal tick box risk assessments are undertaken each day and ongoing visual checks are done in relation to the premises and resources. Children are encouraged to be aware of safety, both inside and outside the building, in daily routines and activities. They also learn about road safety in activities, for example, they made traffic lights and used a zebra crossing to reinforce the being safe near traffic message. Staff ensure that the play resources, equipment and furniture are in a safe and clean condition. Children are able to choose from a varied selection of easily accessible playthings and equipment such as craft materials, construction toys, books, games and outdoor items. Staff ensure that the toys and play resources are appropriate for the age and stage of development of each child.

Children benefit from documentation being in place in relation to safety in the setting, for example, current public liability insurance has been obtained. Children are safeguarded as the staff continue to develop their awareness, knowledge and skills by participating in training, including child protection. There is a child protection policy in place and, although staff have had no child protection concerns to date, they have a clear understanding of what to be aware of, who to contact and what to record.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children progress and develop appropriately as they attend the pre-school group. Staff members have the experience, skills and knowledge to provide childcare and early education in a caring and nurturing environment. All children are able to participate in a varied range of suitable activities and projects. Overall planning ensures that children are provided with appropriate care and early learning opportunities. Staff have participated in various training initiatives relating to the care and education of children and this is reflected in the care provided. The playroom is prepared prior to children arriving to ensure that all materials and resources are in place to provide interesting table top and floor space. However, there are some areas, such as inside the playhouse, which are not organised in an inviting way to promote learning.

Children may work and play together in large or small group activities or enjoy completing individual projects. They enjoy lots of art and craft activities using a variety of materials, for example, they create lovely stencilled cards to take home, use paper plates to make rabbit faces or enjoy using crayons to draw pictures of family members. Songs, rhyme and movement activities are used to help reinforce learning as well as to provide enjoyment. Children have many opportunities to develop their understanding of number, shape, pattern and dimension in their play and in routines. Social interaction between the children and staff promotes trust; relationships have been built which increase children's sense of well-being and confidence.

Nursery Education

The quality of teaching and learning is satisfactory. Overall, children have a positive experience during their early years education in this setting. Various staff have participated in training relating to the Foundation Stage of Learning and they are preparing for the Early Years Foundation Stage. Planning is in place in relation to the six areas of learning and this is reflected in the playroom, the resources and in the education of children. Staff monitor and assess the children's achievements and these are used to inform future planning and practice. Various teaching methods and tools are used. Staff are skilled in using clear and simple language which helps children to develop their communication skills and learn new words. There is consistent use of letter case for each child's name labels and for other labelling around the setting. Attractive wall displays are used to inform and lots of colourful examples of the children's work are arranged around the playrooms to show what they have achieved.

Children are able to enjoy a range of interesting and educational activities and projects in a calm, warm and affectionate environment. They are confident as they access the play areas and resources. Their personal, social and emotional development is a strength of the setting, especially in one-to-one and small group tasks. A large proportion of children concentrate as they join in circle times with their peers and adults. However, some lose concentration and look confused or disinterested in the large group activities. As these groups consist of children aged from two and a half to under five years, the older ones do not always receive sufficient challenge in keeping with their age and ability.

Children gain awareness of the written and spoken word. They participate in activities which incorporate letter and word recognition. Most listen carefully and contribute during story time, joining in discussions appropriately. Children are respectful as they choose and handle books; they are able to choose a book each session to take home to look at with their families. There are opportunities to practise mark making and formative writing skills using different tools and materials, for example, they happily practise copying their names.

Children develop their awareness of number, dimension and concepts of time during circle time and through discussion as they participate in many table top and floor activities. They gain awareness and knowledge of the world. They develop their understanding of the natural environment and are encouraged to appreciate nature and growing things, for example, as they plant and tend vegetables. Children learn about modern technology. The computer is turned on each day and they have regular planned opportunities to navigate the screen during learning programmes, however, too many children may crowd around the machine at one time and vie for turns which detracts from the learning experience.

Children benefit from the way the staff team show they value each individual child. Staff have a sound knowledge of the children and the wishes of parents to ensure there is consistency and continuity. Staff guide and support children as they learn through play and gain practical experience. Children are very settled and at ease with the staff and in the pre-school setting.

Helping children make a positive contribution

The provision is satisfactory.

Children benefit from the staff's positive attitude towards equal opportunities and respecting individual and differing needs. Stereotyping is discouraged. There are appropriate opportunities for children to develop their awareness of the local and wider communities. There has been contact with the police, fire service and dental health nurse in 'people who help us' topics. Children have participated in familiar celebrations, such as Christmas when they gave a concert and made cards to take home. They enjoyed making Easter bunnies out of paper plates to

display on the playroom wall. Children are able to experience other celebrations such as Chinese New Year when they coloured pictures relating to the Chinese culture and helped to prepare savoury rice to eat at snack time. There are some resources that reflect different backgrounds and abilities which children are able to access.

Children are polite and well behaved; they learn about sharing and valuing others from the good role model provided by the staff. Staff gently and sensitively support, praise and encourage children in their daily routines and activities which helps them to develop their self esteem, confidence and sense of belonging. Children are keen to show how they can help tidy up and take responsibility for undertaking helpful tasks. They are able to make choices in their play and daily routines. The staff team are adept at encouraging children to share their opinions and ideas.

The partnership with parents and carers is satisfactory. There is a sense of community in the setting. Parents are able to participate in planning for their child's placement and participate in the exchange of information necessary for their child's care and early education. They are kept fully informed about daily issues and there is an informative prospectus, which is currently being updated. A detailed file of policies and procedures is readily available. Guidance about the service is provided in regular newsletters and through verbal updates. Parents are very positive in their comments about the staff and the pre-school group; they are informed of planning and topics and feel they are able to take an active role in the pre-school. Staff have prepared children's development files to ensure parents are aware of progress. Children also take lots of their art work home to show what they have achieved.

Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is satisfactory.

Leadership and management are satisfactory. Staff are dedicated, caring and affectionate in their approach to the care and early education of children. This is reflected in the many safety measures taken, in the range of resources and equipment provided and in their contact with the children. Clearly defined, sensitive daily routines enable children to settle well and feel secure. There are informative files, notice boards and other means available to inform staff and parents. A wide range of policies and procedures such as child protection, complaints, behaviour management, inclusion and equal opportunities are in place and available for staff and parents. However, some information is out of date following recent changes in the setting.

There are appropriate recording systems in place, including individual child details; staff continue to maintain these to ensure the safety of the children and adults attending. However, staff sign their first names only on some records and occasionally use pencil in permanent records. A register is maintained to monitor child and staff attendance. There are books to record late arrivals and early departures, accidents, incidents and other recording systems. Staff are vigilant in ensuring that visitors to the setting sign in immediately on their arrival and again on their departure. Consideration is being given as to how records are kept in relation to confidentiality, especially when they are displayed in the public areas; for example, home addresses of some of visitors to the setting are noted in the visitors book and some staff and committee home contact details are contained in easily accessible information.

Children benefit from the care and education provided and from the staff's positive attitude towards their own training and personal development. Staff have completed a varied range of

appropriate courses relating to the health, welfare, safety and educational needs of the children and continue to be aware of future training initiatives. There have been several significant changes in the short time since registration as a new care manager is now in post and there have been changes in the committee members, including the chairperson. Despite the changes that have occurred, the staff and committee have ensured that there has been minimum disruption for the children. Staff and committee members are working closely together and are actively planning for further development and enhancement of the provision for children.

Overall, the provision meets the needs of the range of the children for whom it provides.

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 the 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

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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):

- ensure that records and other documentation is maintained so that they are clear, accurate, suitable for purpose and safeguard confidentiality.

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 that the grouping of children allows the older children to have sufficient challenge.

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