

Kennford Playbox

Inspection report for early years provision

Unique Reference Number	EY366991
Inspection date	02 July 2008
Inspector	Anne Legge
Setting Address	Kenn Centre, Kennford, Exeter, Devon, EX6 7TN
Telephone number	07745 116486
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Registered person	Kennford Playbox
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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Kennford Playbox is a committee-run pre-school, situated in the village of Kennford, on the outskirts of Exeter. The group was first registered in their current premises in December 2007. It is registered to care for up to 24 children, aged from two to under five years. There are currently 32 children on roll, including 24 who are in receipt of nursery funding. Children with learning difficulties and/or disabilities and those with English as an additional language are welcomed and supported.

The pre-school operates from purpose-built premises, including a main play room, kitchen, toilets, an office, a covered balcony and a secure outside play area. The group currently opens five mornings a week in term time and there are plans to open two afternoons a week from September 2008. At present, sessions are from 09.15 to 11.45 and a lunch club operates on Mondays, Tuesdays and Wednesdays, from 11.45 until 13.00. There are five staff working with the children, three of whom have early years qualifications and one is working towards a qualification. The pre-school receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children's good health is extremely well promoted through the pre-school's excellent commitment to healthy eating. Children grow salad vegetables in the garden and help to use them in preparing nutritious snacks. The food is displayed attractively and children help themselves, whenever they choose, to a range of foods, including fruit, cheese, bread, crackers or rice cakes. Staff work closely with parents, providing clear information about healthy lunch packs, so that children always eat nutritious meals. Fresh drinking water is always available and milk is offered at snack, so that children maintain good fluid levels. Special dietary needs are carefully recorded and fully met.

The pre-school makes excellent use of its outdoor play areas, allowing children to move freely between indoor and outdoor activities, for most of each session. Consequently, children enjoy plenty of fresh air and physical exercise. They run around, practise ball skills, climb and balance on large equipment or use wheeled toys. Children enjoy digging in the sand, playing with water or planting flowers and vegetables.

Children are extremely well protected from infection, as they play in spotlessly clean premises, where staff are meticulous in ensuring that all surfaces remain clean and hygienic. The group's excellent routines are clearly documented and rigorously followed. For example, toilets are checked regularly and staff wear gloves and aprons to deal with children's personal hygiene. Children wash their hands after using the toilet and before touching food. They use liquid soap and paper towels to reduce risks of cross-infection and they are able to explain why they need to wash. Children's care is excellent when they are unwell or injured. All staff have current first aid qualifications and children with minor injuries receive very sensitive and appropriate care. Records of accidents and medication are comprehensive and shared appropriately with parents.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children play in a very secure environment, where their safety is given the highest priority. Access to the building is carefully controlled and monitored, with the door chained and high handles used effectively to prevent children leaving without supervision. There are robust systems for ensuring that children are only collected by authorised adults. The outdoor area is fully enclosed by wooden fences and secure gates. Children choose from an exemplary variety of toys and resources, which have been very well planned, to meet the needs of different age groups. All resources are maintained in pristine condition and their safety is routinely checked. Toys are stored at low levels, so that children can access them safely and independently.

Staff have an excellent understanding of safety issues and systems for risk assessing the premises, activities and equipment are comprehensive. Daily checks are part of the pre-school's morning routine and risk assessment information is included in daily activity plans. Outings are rigorously risk assessed and adult ratios are very high. Children's safety in emergencies is very well promoted, as evacuation procedures are practised on three days in the same week of each half term, so that all children are included and learn the routine. Children are very effectively helped to take some responsibility for their own safety. They learn to use sharp knives, with close supervision, when preparing snacks and staff remind them to take care on the outdoor

steps. Children are very well protected from harm, as all staff have undertaken relevant training and they have a clear understanding of all safeguarding issues and procedures.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children enjoy an exemplary range of activities, which very effectively promote their individual learning needs. Planning for the youngest children takes account of the Birth to three matters framework and includes plenty of sensory play, such as, with sand, water, shredded paper, dough and paint. Resources are attractive, varied and appropriate for children across the age range. Children concentrate very well at their chosen activities and in large and small groups. Sessions are extremely well organised, so that all children can make good progress throughout the morning. For some activities, such as story time, older and younger children are separated, enabling each child to participate fully. Staff are very effectively deployed to support children's play and to challenge their understanding.

Nursery Education

The quality of teaching and learning is outstanding. Staff have a very clear understanding of the Foundation Stage curriculum and they plan an extensive range of exciting activities, which motivate and inspire children in their learning. Children make excellent use of the pre-school's outstanding resources, moving enthusiastically between areas and activities and making very good progress in all aspects of their development. The pre-school operates a very successful key worker system and staff carefully observe children's achievements and track their progress towards the early learning goals. Termly targets are set for each child, and used to inform the planning of activities. Staff respond sensitively to children's individual needs and interests, encouraging them to complete tasks and to take the lead in much of their play. Consequently, children become independent and eager to learn.

Children's mark-making is valued and encouraged in a wide range of activities. They use an interactive white board to write or draw, as well as having constant access to drawing and writing materials in role play and art areas. They enjoy stories and choose to share books, in the attractive book area. Children recognise and write their names, confidently registering their attendance in the group and at snack. They enjoy rhymes and songs, and communicate very confidently with adults and other children. Children discuss letter sounds in a range of contexts, playing games to reinforce their knowledge. They count throughout sessions, developing their understanding of number patterns, as staff encourage them to consider one more or less, count moves along a game board or calculate how many objects remain, after one is removed. Children recognise and name shapes, such as, when looking at the shape of a cloth or cutting cheese into squares and rectangles. Numeracy and literacy are firmly embedded in the daily routines of the pre-school, enabling children to constantly discuss numbers and letters, in all aspects of their play.

Children develop their creativity in an extensive variety of art and craft activities. They use excellent resources, such as, when making bugs with wooden pegs, plastic eyes and brightly coloured wires, papers and fabrics. They use paint, dough and a wide range of freely accessible materials, to develop their ideas and express their creativity. Children enjoy very imaginative role play in the well equipped home corner. They are very effectively supported and encouraged by adults as, for example, they organise a wedding and prepare pretend meals. Children learn about the natural world, as they explore the life cycle of insects, observe the goldfish or plant sunflowers in the outdoor area. They enjoy many opportunities to design and construct models,

using excellent resources, which are suitable for all ages and abilities. Children make very good progress in their physical development, as they climb and balance, play with balls or use small equipment, such as threading materials, pens and scissors.

Helping children make a positive contribution

The provision is outstanding.

Children thrive in an environment which is calm and purposeful, and where all differences are valued. For example, different languages are used at registration and staff are able to use signing, when appropriate. The pre-school has an excellent ethos of inclusion, where every child is nurtured and supported. Children with learning difficulties and/or disabilities are fully included, monitored and supported within the group. Staff have completed appropriate training and there are very effective systems to identify and manage any additional needs. Children's spiritual, moral, social and cultural development is fostered. Staff have very high expectations for children's behaviour and the children respond successfully, such as, when waiting for their turn to leave the circle, after whole group activities. Children are lively and enthusiastic, but their behaviour is exemplary, due to the skill of staff in engaging and motivating them. They enjoy copious praise for good behaviour and they receive clear explanations about what is expected.

Children enjoy extremely consistent care, due to the pre-school's excellent systems for involving and communicating with parents. Detailed information is provided for parents, when children first attend, which covers all aspects of their care. Parents are invited to serve on a helpers' rota or on the committee and many are keen to be involved in this way. The pre-school's partnership with parents and carers of funded children is outstanding. Parents feel very well informed about the Foundation Stage curriculum, as the manager and key workers explain clearly how children develop and work towards the early learning goals. Children's progress records are exemplary and parents discuss them regularly with staff, both informally and at parents' evenings. Targets are shared and carers are able to fully support their child's development. Termly topic and activity plans are sent to all families, so that parents are always aware of what their child is learning.

Organisation

The organisation is outstanding.

Children are cared for by a skilful and committed staff team, led by a well qualified and experienced manager, whose vision for the pre-school in its new premises is successfully taking shape. The quality of leadership and management is outstanding. There is an excellent partnership between staff, parents and the committee, all of whom contribute to the success of the pre-school in meeting children's needs. Staff and the committee are dedicated to the constant improvement of the provision and they implement rigorous systems for ensuring that training needs are met and areas for future development are identified. Staff appraisal systems are robust and the setting's strengths have been accurately identified. The manager has a clear development plan for the group, including the further extension of outdoor provision, such as, by creating a sensory garden and providing more opportunities for mark-making outdoors.

Children benefit from the pre-school's excellent organisation of time, space and resources. Staff ratios are very high, with the manager always supernumerary and parent helpers used effectively to provide extra support for children. Documentation is comprehensive and used very successfully to enhance the quality of provision for children. All systems are clearly

documented and policies and procedures are regularly updated. Children's records are kept up-to-date and used to ensure that each child receives excellent care and education. The pre-school meets the needs of the range of 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 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

No recommendations for improvement are made because the quality and standards of care are outstanding.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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