

King's Preschool Bicester

Inspection report for early years provision

Unique Reference Number	EY363131
Inspection date	03 July 2008
Inspector	Cordalee Harrison
Setting Address	Bicester East Community Centre, Keble Road, Bicester, Oxfordshire, OX26 4TP
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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?

King's Preschool Bicester opened in 2007. The preschool is located in the community building in Bicester, in Oxfordshire. Kings Preschool is a Christian based group and it is managed by a committee of volunteers. The premises is comprised of a hall, a side room, kitchen, and washing and toilet facilities. Children from the surrounding area attend the group, many of the parents who use the preschool are involved with the Church.

The preschool opens term time only. The opening times are from 08.30 until 11.30 on Mondays, Tuesdays and Thursdays, and 12.00 until 15.00 on Wednesdays. The preschool is registered to provide for 20 children aged two to under eight years, currently there are 16 children on roll, of these, four are in receipt of funding for nursery education.

The setting employs three members of staff, two of whom are qualified to level 3. Children have use of the public park and field adjacent to the property for their outdoor activities.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children visit the communal playground daily; this provides opportunities for them to use a range of large equipment, which are designed to promote large movements, coordination and balance. Children show their enjoyment as they use the swings, rope bridge and the sit and ride toys confidently. Regular use of resources, such as, crayons, scissors and glue sticks, helps them to develop fine movements. They further practise these skills as they dress and undress themselves during role-play activities.

All areas of the premises are maintained to a good standard of hygiene and cleanliness. This reduces the risk of cross infection for children. In addition, the provision of suitable resources in the toilet and washing area encourages the children to develop good hygiene habits. They wash their hands after using the toilet and before eating. Children are clean and comfortable, because staff take good care of their hygiene needs.

Children are learning to make healthy choices about snacks. They mainly eat snacks of fresh and dried fruits, which are presented to them in a socially acceptable manner. Appropriate procedures are in place for the management of children's allergies and food intolerances. The setting gains good quality information from parents and displays it in the food preparation area; this ensures that all people who prepare children's food are properly informed. In addition to the provision to milk and water at snack time, drinking water is readily accessible to the children, throughout the session they are able to help themselves, thus promoting their independence and developing their self-care skills.

To ensure that children's first aid needs are met appropriately, suitable first aid resources are available and a member of staff who holds a valid and relevant first aid certificate is always on site when the preschool is open. Accident records include all of the required information and staff are clear about the procedure that is to be followed when medication is to be administered to children. To further safeguard children's welfare parents' written permission is in place for the setting to seek emergency medical treatment or advice for children.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The preschool is clean, bright and airy, with sufficient space for children to carry out a range of floor based and table top activities. There are a few pictures and displays of children's work; which is beginning to reflect children's activities. Sufficient good quality resources are available for children to use, however, they are only able to use resources that staff select for them. The presentation of some resources, such as dressing-up clothes and books is not attractive to properly reflect their value and be appealing to all of the children.

The preschool is safe and secure for children; access is gained only with staff's permission. Daily safety checks and regular risk assessments are used effectively to identify risks and ensure that appropriate action is taken to create and maintain a safe preschool environment. For example, windows, gates and doors are fitted with appropriate locks, electrical sockets are fitted with safely plugs and radiators are guarded appropriately. In addition, resources are safe and the preschool is free of slipping and tripping hazards. Appropriate fire safety equipment is readily available and appropriately maintained, and fire exits are clear. Through discussion and topics,

such as 'people who help us', children learn about some aspect of personal safety and are beginning to understand why they should follow safety rules, such as, no running indoors. However, children do not practise the fire drill regularly to help them to learn how to evacuate the premises quickly and safely in an emergency.

Staff are clear about their role to safeguard children's welfare. They have completed child protection training; they know the four main types of child abuse. They are aware of some of the possible signs and symptoms that may indicate that a child is at risk of abuse or neglect. Staff are clear about lines of communication for dealing with cause for concerns about children's welfare. Their explanation takes account of the Church's child protection procedure as well as communication with the local Children's Services. However, the policy does not include the procedure to be followed in the event of allegation against staff and contact details for the local children's services is not included to ensure that the setting is able to act without delay to safeguard children's welfare in line with guidance issued by the Government.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Some children are confident in their surrounding; they speak clearly and give information. For example, some children answer to the names clearly at registration, they talk about their activities when they are away from the setting and are eager to share their knowledge with their peers. The range of activities accessible to the children enables all children to participate in play which is appropriate to their stage of development. For example, some children play individually; others play parallel to their peers, whilst others join in group activities. Registration, story and snack times provide the opportunities for them to join together and experience large group activities. Staff support the children well; they are close at hand to provide appropriate levels of support and guidance to help children to maintain their focus and enjoy their activities.

The quality of teaching and learning is satisfactory. Children are making satisfactory progress in their learning across all areas of the curriculum. Staff plan and deliver suitable activities, which covers all areas of learning and learning intentions are linked securely to the stepping stones. Some information from children's observation records is used to inform the activity plans. However, the procedure for doing so is not sufficiently developed to ensure that the next step for each child is always identified to ensure that specific and appropriate challenges are consistently identified for all children. Suitable resources that are accessible to the children enable them to begin to initiate play. For example, a child selects magnetic toys and builds a train, he talks his ideas through with a member of staff. Children use the resources that are available freely. However, they are limited to using the resources that are selected for them by staff; this restricts the choices they are able to make. Through pretend play children practise life skills, and develop their communication and social skills. For example, they dress-up and care for the dolls. They increase their knowledge of modern technology as they use the phone and interactive play centres in their role play activities. Children are developing their communication skills well; activities such as group story times helps them to learn to listen and respond. A good selection of books are available for children to use, however, the manner in which the books are displayed does not invite children to explore them independently. Children count and use positional language in their daily activities. For example, they count the numbers of children at registration, they further develop their understanding of numbers as they identify the date and use numbers in their conversation. However, there are few opportunities for them to practise problem solving through exploration investigation in planned practical activities. Children are developing good relationships with their peers and staff. For example, two children play together, they laugh out loud, this shows they are enjoying each other's company. Another

child confidently makes staff aware that he needs some personal attention. Children are enthusiastic to learn and they are beginning to recognise their achievements. For example, children proudly demonstrate that they can make the interactive toys work; they take pleasure in their personal achievements.

Helping children make a positive contribution

The provision is satisfactory.

Staff carry out regular observations of children and the development records provide information about what children has achieved. However, the records are not sufficiently developed to show how staff support children to make the next step in their learning and development. Children's record forms includes most of the relevant information to enable staff to meet their care, health and welfare needs. To help children to develop positive self-esteem and confidence, staff treat each child as an individual. Topics such as, 'people who help us', and 'people from around the world' are used effectively to deepen children's understanding of the wider community and to help them to consider how people live in other parts of the world. In addition, children use resources, which raises their awareness of cultural diversity. Children are learning to behave well, because staff let them know when their behaviour is not acceptable and give them support to improve their behaviour and resolve conflicts in positive ways. For example, staff remind children of the golden rules and topics, such as, 'attitude of the week' help children to remember what is expected of them. For example, the attitude of the week is 'Being friendly.' children explain that it means, sharing and taking turns. Spiritual, moral, social and cultural development is fostered.

Currently, the preschool does not have a trained special needs coordinator and there are no children with learning difficulties or disabilities in attendance. However, there is a clearly written special needs policy, which provides guidance for staff and parents. The person in charge is sufficiently experienced to recognise delays in children's development and she knows the procedure that is to be followed in such cases. The setting is developing links with the local area special needs coordinator and is clear about lines of communication to gain support and resources to meet the needs of children with learning difficulties and disabilities. For example, the manager is clear that parents would be informed and their agreement gained to ensure that the special needs policy is put into practice. She is clear about the setting's responsibility to ensure that suitable plans and resources are in place to meet the additional needs of individual children when necessary. Appropriate procedures are in place to support children who speak English as an additional language, for example, a home visit provides additional information to help children to settle.

Partnership with parents is satisfactory. The setting takes some effective steps to involve parents in their children's learning. For example, parents are aware of the topics that children are studying. In addition, they are given information about the Foundation Stage curriculum and the areas of learning. Parents feel able consolidate their children's learning when they are away from the setting, because they are aware of practical activities such as the letter, number and colour of the week. Activities such as children taking the preschool bear on their adventures enable parents to help children to think about the news they wish to share with their peers in preschool. Parents know their children's key workers and sometime take the opportunity to work as parent helpers in the setting. However, there is no systematic procedure for parents to contribute to or share their children's development records to be confident that they are fully informed and to enable them to work consistently with the setting, to promote their children's individual learning.

Organisation

The organisation is satisfactory.

The preschool is safe and secure and this enables children to feel confident and to explore their surroundings. To support children's learning and development, sufficient staff who are appropriately qualified work directly with them. Sufficient good quality resources that are appropriate to their age and stage of development are available for children to use in their daily activities.

The setting's recruitment procedure is sound, it ensures that only staff who are properly vetted are alone with children. The induction procedures include all of the necessary elements to ensure that staff and volunteers are clear about their role to safeguard the welfare of all children in the group. Safe arrangements are in place for children's arrival and departure and documentation such as attendance records for the children, staff and visitors are accurate and up to date. The setting's practices are supported with a number of clearly written policies, most of which reflect practice in the setting. However, currently there is no trained special needs coordinator in place. All records required to safeguard children welfare are in place, but not all documentation is comprehensive, for example, some essential information is missing from the child protection policy and children's record forms does not include all of the necessary information to be confident that staff have all the information they need in a medical emergency. In addition, not all essential records pertaining to personnel matters are on site whilst the preschool is in operation. To enable parents to make informed choices about their childcare placements, essential information such as, the complaints procedure, registration certificate and the setting's policies and public liability, are readily accessible to them. The setting meets the needs of the range of children for whom it provides.

Leadership and management are satisfactory. Staff have sufficient knowledge of the curriculum guidance for the Foundation Stage, they deliver activities that are interesting and fun for children. They confidently identify learning intentions for planned activities and link them securely to the stepping stones. Children experience activities, which cover all areas of learning. However, not all aspects of all of the areas of learning are fully extended for the benefit of the children. All staff contribute to the activity plans and this enables key workers to develop plans with some information from children's observation records, however, the procedure is not fully developed to be consistent and to identify specific challenges for all children. The setting is beginning to develop a procedure for self-evaluation, however, it is not sufficiently advanced to give clear information about the setting's overall performance.

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 complaint 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):

- increase the opportunities for children to practise evacuation of the premises and provide more activities for them to select resources independently (also applies to nursery education)
- ensure that a properly trained special needs coordinator is in place and continue to develop the evaluation of the provision to provide information about the setting's overall performance (also applies to nursery education)
- make sure that all of the setting's policies and children's record forms contain all of the relevant information and make sure that all relevant day care records are on site.

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 books are displayed in a manner that invites children to explore them independently and increase the opportunities for children to develop their understanding of problem solving in practical ways
- continue to develop children achievement records to include the next step in their learning and put in place systematic procedures for parents to contribute to and share their children achievement records (also applies to care).

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