

Kirkham Pre School Ltd

Inspection report for early years provision

Unique reference number EY297933
Inspection date 10/12/2008
Inspector Frank William Kelly

Setting address Methodist Church, Nelson Street, Kirkham, Nr Preston,
Lancashire, PR4 2JP

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Kirkham Pre School Limited has been part of the local community for over 30 years and has been operated by the current provider since 2004. It is situated within a Methodist church in the centre of Kirkham. Facilities for children comprise of a main play area and two smaller rooms with an outdoor area to the side of the building. There is a kitchen, four separate toilets and reception area for parents. Access into the main playroom is by a small set of steps. A maximum of 30 children aged from two to eight years may attend the setting at any one time. The setting is open from 09.00 to 15.00 each weekday, during term-times only.

There are currently 54 children attending who are within the early years age range. The setting receives funding for those that receive nursery education and is also registered on both parts of the Childcare Register.

The group employs eight members of staff, of these, four hold recognised childcare qualifications and three are working towards a qualification. Two are working towards an additional qualification.

Overall effectiveness of the early years provision

Enabling environments are providing the children with fun and pleasurable learning experiences whilst being cared for in a safe and well organised environment. A well established staff team has confidently built good relationships with parents and significant others which is effectively underpinning the sharing of information to promote the best interests of the individual child. Regulatory documentation is in place and appropriately maintained; however, some policies have not been formalised or the procedures lack detail. Others have not been updated to reflect the current times of operation. Self-evaluation processes are in place and are having some positive impact on the continuous improvement of the setting, although some aspects of the daily management monitoring systems are less successful.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure that the assessment systems in place are consistently implemented by the staff to securely plan the next steps for childrens learning, taking into account their unique learning styles, interests and starting points
- ensure that the procedure for the reporting of notifiable diseases is formalised and includes details of those diseases that require reporting as advised by the Health Protection Agency.
- continue to develop the systems for self-evaluation, which include a regular programme of appraisals for staff
- revise policies and procedures to fully reflect the practice that takes place and ensure that they are regularly revised to ensure that information, such as

operating times, is current and relevant

The leadership and management of the early years provision

Secure staff recruitment and vetting procedures are in place and reflect the recently updated safeguarding children procedures. All staff have completed relevant safeguarding training and demonstrate an understanding of the steps to take to report any concerns to help keep the children safe. Organisation of daily routines and staffing levels are very good, which means children are well supported and protected during their day. Sufficient staff hold a relevant childcare qualification. Training programmes have been established to support all staff achieve a recognised qualification and, for those who are qualified, to further extend their knowledge and skills.

Induction procedures work well, so that staff implement the policies and procedures in practice, in particular, how the daily premises and risk assessments are conducted. For example, the outdoor area was restricted during the inspection visit, as staff had identified that many areas had hidden slip hazards due to almost invisible films of ice. However, the procedures for the reporting of notifiable diseases, whilst confidently discussed, have not been formalised, nor do they include any detail of what is currently required to be reported as advised by the Health Protection Agency.

Plenty of relevant verbal information, exchanged with parents, is used to meet the unique welfare and learning needs of their child. Several parents commented positively on their satisfaction of the setting's effectiveness when helping their children to settle and in their progress since starting. The setting is aware of the benefit of formalising these systems to include parents further in the regular involvement in the ongoing assessment of their children's development. Regular newsletters provide parents with plenty of useful information about the service and their views about the service are valued, with suggestions for development being actively sought. Secure arrangements for supporting children with learning difficulties and disabilities have been established and for those children due to start school in September 2009 regular visits to the school to use the computer suite have been organised to start after the Christmas break. This actively demonstrates the setting's commitment to build links to support the children's learning and security during the transition from one setting to another.

Improvements since the last inspection have had a positive impact on the overall quality of the provision. Resources, such as books and posters, present children with a more varied view of today's society and their safety more fully addressed through the installation of radiator covers. The development of planning and assessment systems have been implemented; however, the daily management monitoring systems are not sufficiently rigorous to ensure that staff follow these consistently at all times.

The quality and standards of the early years provision

Staff have a nice manner with the children, which is developing positive relationships and encouraging children to be confident and interested learners. Children make good progress as they enjoy a balance of self-initiated and adult-led activities. Indoor and outdoor play is well organised and resourced to enhance children's learning within all six areas of learning. This means that children's learning is beginning to be led by their preferences and individual learning styles. Routines, such as snack times, actively promote the children's development of their physical and self-help skills. All children are encouraged to choose and pour what drinks they would like and spread their own crackers. Staff support children well during these times, making it a pleasant and sociable time for children, enabling them to develop their talking and listening skills within a group.

The links between observation, assessment, planning and the early learning goals are developing well, although staff do not always formally transfer the next steps identified to the future curriculum plans. Therefore, it is not a fully secure system to ensure children reach their full potential in all areas of their learning. That said, children are lively and enthusiastic. They enjoy their play with purpose, gleefully experimenting and practising pouring water, playing with their peers as they recreate experiences from home whilst in the role play area, and demonstrating sheer pleasure as they become 'Santa' or 'Rudolph' when dressing up. They are spontaneously active, responding to the festive music with impromptu jigs and eagerly joining in counting jingles, such as 'five jolly snowmen'.

The children are sociable and well-behaved. This is because they are busy and engaged. They mirror the polite and calm role models presented by the staff. Consistency in approach and support to children with specific needs is known by all staff, thus supporting children in ways that meet their individual stage of development. Regular spontaneous adult counting and writing opportunities are developing children's independent interest in mark-making with meaning and counting. For example, many children are eager to talk about numerals on the keyboard, count for and 'write' their name for visitors. These skills are contributing to the development of future life skills which will in turn support their economic well-being.

Children learn how to keep themselves healthy and safe through routines, such as hand washing or practising emergency evacuations with staff. They learn about seasonal events, life cycles, time and differing cultures through growing plants, tasting new foods, talking about the days of the week and the months of the year, listening to stories and having the opportunity to use differing tools, such as chopsticks.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

| | |
|-------------------------------------------------------------------------------------------------------------|---|
| How effective is the provision in meeting the needs of children in the Early Years Foundation Stage? | 2 |
| How well does the provision promote inclusive practice? | 2 |
| The capacity of the provision to maintain continuous improvement. | 3 |

Leadership and management

| | |
|---------------------------------------------------------------------------------------------------|---|
| How effectively is provision in the Early Years Foundation Stage led and managed? | 2 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 3 |
| How well does the setting work in partnership with parents and others? | 2 |
| How well are children safeguarded? | 2 |

Quality and standards

| | |
|-------------------------------------------------------------------------------------------------------|---|
| How effectively are children in the Early Years Foundation Stage helped to learn and develop? | 2 |
| How effectively is the welfare of children in the Early Years Foundation Stage promoted? | 2 |
| How well are children helped to stay safe? | 2 |
| How well are children helped to be healthy? | 2 |
| How well are children helped to enjoy and achieve? | 2 |
| How well are children helped to make a positive contribution? | 2 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 2 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection that required any action by Ofsted or the provider.

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.