

Kenninghall Pre-School Nursery

Inspection report for early years provision

Unique reference number	254138
Inspection date	05/12/2008
Inspector	Ian Jones
Setting address	School Close, Kenninghall, Norwich, Norfolk, NR16 2EJ
Telephone number	01953 888048
Email	
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).

Description of the setting

Kenninghall Pre-School Nursery is run by a committee of parents and carers. It opened in 1976 and operates from a mobile classroom within the grounds of a local primary school in Kenninghall, Norfolk. It has appropriate access for the disabled. A maximum of 16 children may attend the setting at any one time. The pre-school is open from 09.00 to 11.45 on Monday through to Friday during school term times. Afternoon sessions are offered according to demand from 13.00 until 15.30 during term time. Children attend for a variety of sessions throughout the week.

There are currently 15 children aged from two to four years on roll. Of these, six children receive funding for early education. The pre-school does not currently support children who have learning difficulties and/or disabilities but does support children with English as an additional language. The pre-school is registered on the Early Years Register.

The pre-school employs two members of staff. Of these, both hold an appropriate early years qualification. The staff liaise with the adjoining primary school, which eases transition to the reception class. The pre-school receives support from the local authority teacher advisory service.

Overall effectiveness of the early years provision

The overall effectiveness of provision is satisfactory. This is a happy playgroup where children enjoy the activities that staff provide and settle quickly on arrival. Activities allow children to make satisfactory progress in learning basic literacy, numeracy and social skills. The promotion of children's welfare is good and they make good progress in their understanding of being healthy and safe. Staff make the setting attractive and welcoming for all children. The commitment of the staff to further training and improvement made since the last inspection demonstrates a satisfactory capacity for continuing improvement. Improvements in the use of assessment to aid planning, children's physical development and ways of monitoring the pre-school's work are priorities.

What steps need to be taken to improve provision further?

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

- improve links between children's assessment records and planning of activities to ensure children's individual learning needs are robustly met and increase opportunities for parents to actively contribute towards their children's assessment records and learning
- improve the promotion of children's physical development and learning by increasing the profile of these activities within planning
- develop self-evaluation procedures to determine a specific focus and to aid further improvement.

The leadership and management of the early years provision

Leadership and management are satisfactory. The playgroup leader and her staff have ensured that all statutory requirements for safeguarding are met and that children are adequately supervised at all times. There is an appropriate system to conduct checks on all staff and volunteers to ensure there is no reason why they should not be employed to work with children. The setting has all the required policies and procedures in place. Regular fire drills take place, and systems for informing parents about complaints procedures have improved and are clearly displayed. The playgroup has successfully addressed the issues from the previous report.

There is a developing procedure for recording children's progress, which includes detailed observations of children at work in individual folders. Activities are appropriately planned and assessments of children's progress are shared with parents. However, the staff do not always effectively use the outcomes of these assessments to plan future activities or fully involve parents in contributing to their children's records. Children's physical development is adequately promoted and planned for, and the setting is considering increasing the range of outside learning opportunities and to promote these within planning. There are regular activities to encourage children to link sounds and letters and enjoy problem solving.

Staff make sure that all children, whatever their background, gender or ability are fully included in all the playgroup's activities. Playgroup staff liaise appropriately with the neighbouring primary school, sharing information as children transfer into the reception class. Staff regularly liaise with parents and consider how to improve the playgroup in the light of their suggestions. The setting is beginning to develop formal procedures for self evaluation, although this is mostly informal at present. This aspect is an area for development.

The quality and standards of the early years provision

Children make satisfactory progress with their learning. Staff provide an environment with a range of appropriate resources to capture children's attention. They ensure there is a correct balance between activities planned and led by adults, such as children baking cakes or using glue, and those activities that let children choose what they want to do, such as dressing up and attending the hairdressers in the role play area. These activities help develop independence and contribute to the self-confidence of children. They clearly feel at ease with staff and know how to have fun. They learn to take turns and to share things. Consequently, children enjoy playgroup and play well together. The activities cover a range of topics and themes. Photographic evidence points to the playgroup making effective use of visits to a local forest centre to promote personal and physical development, and of visitors, to extend children's learning such as a visit from the local ambulance service.

The outdoor area, whilst appropriate, lacks opportunities for children to use natural

resources. There are plans to enhance the outdoors through planting and growing areas, and apparatus to support climbing activities as part of their physical development. Children learn the importance of being healthy and safe, such as the importance of hand washing before preparing food and having snack. They know the simple playgroup rules for getting along with each other and the reasons for them. They appreciate that children will feel sad if they are nasty to each other, so behaviour is good. The staff encourages them to become increasingly independent and to help with tidying up through reminders to put things away when they have finished with them. While the children have access to outside areas this is sometimes constrained by the weather or restricted by the limited opportunities for outdoor play. This means that there is not always the opportunity for a free flow between indoor and outside activities. Children are adequately prepared for their next schools.

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?	3
How well does the provision promote inclusive practice?	3
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?	3
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?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
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?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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 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.

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.