



## **Glebe Kids**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY295453
<b>Inspection date</b>	30 September 2005
<b>Inspector</b>	Carol Mansell
<b>Setting Address</b>	30 Glebe Road, Letchworth Garden City, Hertfordshire, SG6 1DR
<b>Telephone number</b>	
<b>E-mail</b>	
<b>Registered person</b>	Glebe Kids Limited
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 good. 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?

Glebe Kids opened in 2004, it previously operated as Glebe Kindergarten which opened in 1988. It operates from a large open plan room in Letchworth in Hertfordshire. A maximum of 24 children may attend the group at any one time. The pre-school is open every weekday from 09:00 to 12:00 and 12:30 to 15:30 term time only. All children have access to a secure enclosed outdoor area.

There are currently 30 children aged 2 to under 5 years on roll. Of these 8 children

receive funding for nursery education. Children come from a wide catchment area. The pre-school currently supports a number of children who speak English as an additional language, they also support a number of children with special needs.

The group employs 6 staff. 4 staff hold appropriate early years qualifications. Two member of staff are working towards a qualification. The pre-school is a member of the Pre-School Learning Alliance (PSLA) and have Qualified Teacher (QT) input.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are learning the importance of healthy eating. Each week they are encouraged to bring a piece of fresh fruit for all the children to share during snack time. Various types of fruit are brought in including apples, plums, kiwi fruit, oranges and mango. Staff entice the children to try new tastes, such as the mango. They ask all children to 'try a lick'; once they have tried the lick, staff get the children to describe how it tastes. Many of the children go on to eat the piece of fruit and even ask for another piece. Staff provide many posters around the setting to reinforce the message about healthy eating and regularly discuss with the children why this is important.

Children excitedly wait for snack time when part of the setting is transformed into the 'Children's Café'. They sit at tables with clean, attractive table cloths on them. The staff help the children to pour their own drinks and provide appropriate types of drinking cups for the younger children. Staff talk to the children about the importance of having regular drinks and the children know that without them, 'it will make our head hurt'. Children confidently ask for drinks during the morning session if required. As the children in the afternoon session are older they have access to a jug and cups and independently pour drinks for themselves.

Children enthusiastically join in with a variety of physical activities. They enjoy using the garden area and excitedly join in with parachute games. They energetically join in with a session using an exercise tape called a 'sticky kids' tape. Children also recognise the need to have a drink after their exertions. Children's health and well-being is protected by the staff who adhere to stringent health and hygiene procedures that are in place.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children have access to a vast range of toys and resources which are checked regularly to ensure that they are clean and safe. Children are actively involved with the cleaning process and understand why it is important for their health and safety. The children's independence is encouraged as they hang their coats on pegs at an appropriate height and can access all of the resources and therefore have the freedom to change the activities that have been set out by the staff if they wish. The

topic being studied by the children at present is 'journeys and transport'. Children have a clear understanding of why they need to take care when travelling on a train. They are able to explain to adults why they must not jump on the seats of the train, 'because we might fall off'. Staff reinforce the importance of staying with parents when on a journey and children accept that this will help to keep them safe.

Children's safety is cared for as staff have implemented many safety procedures within the setting, these include safety film on the door, all children to wear slippers indoors, and checks completed in the garden prior to the children using this space. They have rigorous procedures regarding the front door and ensure that the bolt is on at all times and that staff are aware of who wishes to gain access before unbolting the door. Staff have numerous policies in place to safeguard the children's well-being and they understand their duty of care to protect children from harm or neglect. However, the policy for child protection does not state what the procedures are if there were any allegations made against a member of staff. Staff also have an emergency evacuation procedure in place and although the children are beginning to learn what these procedures are, this has not been practised at the time of this inspection.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are settling well into the pre-school. They are beginning to follow the routine and are encouraged to find their name on the table to enable them to self-register, and they place their coats on their own peg. Staff offer additional support for the children who are new to the group and help them to complete this process. Children join in enthusiastically with the 'welcome' song; some are able to state which day of the week it is and confidently proclaim it to the rest of the group using 'very big voices'.

Many of the children sit quietly at registration and circle time. New children are given gentle reminders by the staff of what is expected of them at these times. Staff discuss the current topic with the children and extend and reinforce the things that have covered earlier in the week. For example, by using a teddy bear and his suitcase in preparation for a journey by train. Children confidently name the items he needs in his suitcase and although there are many new to the group, they feel secure enough to talk loudly and excitedly and join in with this activity.

Children boldly move around the space and access any activities they wish. They mainly play together and sometimes next to other children quite happily. Staff convert the quiet area to a train station and the children take turns to be passengers on the train. The older children work collaboratively whilst playing with the train. Their play is quite complex and they are able to enhance it from their own experiences. They choose a driver, ask for tickets, take their luggage with them and take care when getting in and out of the carriages.

Children attending the morning sessions are quite young and have moments of inappropriate behaviour, staff quickly step in to distract the children and encourage them in more positive pursuits giving their play some focus. Staff deployment is not

recorded each week and this can lead to times when staff are not fully aware of where they need to be or whether there are any areas of the room unsupervised. This needs to be reviewed so that staff are aware of their roles during the session. Staff are at present reviewing their operational plan and this area will be revised presently.

Children play imaginatively in the home corner and are able to use their own experiences to extend their play. For example, one child decides she is a mummy; another child takes the role of a dog. When it is bedtime the second child takes off her slippers and sleeps under the table. Her friend says 'goodnight dog, I'll see you in the morning'. 'It's not morning yet'. 'Doggy in the morning I'll make a birthday cake'. The 'dog' asks 'cos it's my birthday?' Mum replies 'it's September'.

The dog asks 'is it morning yet?' the reply given is 'No it's not morning yet darling'. Another child joins them and they negotiate sleeping space within the home corner.

Children show an inquisitive nature, one child who catches sight of herself in a mirror watches to see how far away she can move before her reflection disappears. She then begins to pull faces at the mirror and looks to see how her facial features move and change. Staff allow children the time, space and opportunities to explore and experiment within their play and this helps them to gain a better understanding of themselves.

#### Nursery Education

The quality of teaching and learning is satisfactory. Children are making steady progress because staff as well as children are still settling in and they are taking time to get to know each other and the routine. Although staff record activities under the different areas of learning, these do not clearly identify the children observed. It is also unclear how this information is used to progress the children's development and learning. Some of the staff are building on their knowledge and understanding of the Foundation Stage and the stepping stones. Others are consolidating this knowledge by attending additional training courses.

Children show interest in a range of purposeful, first-hand activities and challenges. They have satisfactory levels of independence, curiosity, imagination and concentration and are able to explore a sufficient range of experiences which supports their development across all areas of learning. Children are becoming self-assured in their play and confident to try new experiences. Many children are beginning to use marks to represent ideas and they are able to recognise their own names. Support from staff enables children with special educational needs and those learning English as an additional language to participate fully in the activities and make progress.

Children work well together and share their time on the computer. They enjoy examining items in the explorer's box, which includes locks and keys, a periscope, kaleidoscopes, a length of elastic, magnifying glasses, and a pair of binoculars. Children are gaining confidence in using numbers in their play and are given many opportunities to count within the setting. For example, they count the children at registration time and select a 'star of the day' who ensures there are enough places

set in the 'Children's café' for each child present. The children's physical skills develop and improve through a range of experiences, including regular exercise sessions using an exercise tape. Selection as the 'star of the day' helps to raise the children's self-esteem.

Staff go through a lengthy process to find out about children's skills, interests and needs which means that it is some time before more purposeful observations can be implemented in line with the Foundation Stage. Staff have identified a few children with exceptional abilities in some areas but need to ensure that these children are encouraged to sample the delights of the many different activities available. New members of staff have looked at this and are beginning to suggest alternative ways of working to enhance the provision for all children. Staff are developing the planning and assessment systems, but these need to be clear and systematic, showing how the children are making their achievements, identifying any difficulties and showing progression over time.

### **Helping children make a positive contribution**

The provision is good.

Children and staff from a variety of ethnic backgrounds are warmly welcomed in the pre-school. Children have access to a meaningful range of resources and activities to promote a positive view of the wider world and increase their awareness of diversity. They take part in a range of activities designed to encourage an awareness and enjoyment of both familiar and unfamiliar festivals and celebrations, for example, Christmas, Easter, Chinese New Year and Diwali. Staff have very positive attitudes and present themselves as sensitive role models, which in turn helps children to relate to each other and gain a positive understanding of the needs of others. Children with additional needs are supported by the staff who work with parents and other agencies to ensure that the needs of the children are met. At present a staff member has mobility difficulties and although this is unfortunate for her, the situation is used in a positive way to help the children understand that some people do not walk very well. Children show their awareness by being careful when playing or moving near this member of staff. As children are unable to hold her hand they hold onto the crutch instead. This experience positively reinforces the children's understanding of difference and is an example of how staff are fostering the children's spiritual, moral, social and cultural development.

Children mainly behave well in the pre-school; they are gaining an understanding of the behaviour expectations of the staff. Some of the very young children are still testing the boundaries and behave inappropriately; this generally happens when there is a lull in the routine and the children seize the opportunity presented. Staff offer positive encouragement for the children especially for those who are still toilet training and they reward them with stickers and lots of praise and encouragement helping to raise the children's self-esteem.

Staff are building good relationships with the new parents. They provide information on the main door and notice boards to keep the parents informed of what their children are being offered during the sessions. They send letters to parents informing

them of specific events, such as, informing them of the change of leader, the introduction of the 'Children's café' and of the visit from the 'Bug man'. Staff exchange information with parents at the beginning and end of each session and they have access to the settings own website which explains the routine and group's values. This information is also given to new parents in a parent pack when their child first comes to visit the pre-school.

The partnership with parents and carers is satisfactory.

Staff are building an effective partnership with parents. Positive comments were recorded from parents regarding many aspects of the pre-school; however, some felt they were unable to extend what the children had been doing as they did not have a clear understanding of what their children had been experiencing. Staff need to actively seek information from parents regarding their children's needs and interests before the children start at the setting. This information could then be refreshed on a regular basis as this will help to inform the staff of the children's interests, abilities and progression. A more formal system to gain information from parents, and ensuring that they are fully informed of how their children are progressing and developing, will enhance the experience for both the parents and their children.

## **Organisation**

The organisation is good.

Children mainly feel at ease in the warm and friendly environment. They are learning the routine and interact well with the staff and other children. Staff are aware of the need to take care when allowing students into the placement and take appropriate steps to ensure the children are protected from harm. Staff attend regular meetings; some of these are planning meetings for nursery education and ensures all staff have opportunities to be actively involved with the planning. They plan the themes and activities and include this information on the wall for parents. As some of the staff members are new to the group, regular staff meetings ensure they are settling in well and help to give opportunities to reflect on the pre-school and to see whether any changes are necessary.

Staff and management have devised and implemented an appropriate induction programme and comprehensive policies and procedures work to keep children healthy and safeguard their welfare. These documents are also available to parents. Staff have an awareness of the National Standards and 'Birth to three matters' framework. They are enhancing this understanding by accessing training to improve both their own practice and the provision for the children. Staff are aware of the need to maintain the required ratios and this is given high priority, to ensure that the needs of the children are met.

The leadership and management are satisfactory. Management have a clear vision for the nursery education with a focus on the personal development and achievements of the children. They have identified and improved many areas and need to build on this to devise effective monitoring and evaluation systems that clearly show the progression the children have made to further enhance the children's learning. A more systematic approach to recording staff deployment will

ensure that all areas of the setting are supervised and will enhance the provision particularly for the younger children.

### **Improvements since the last inspection**

Not applicable as this is the first inspection since registration.

### **Complaints since the last inspection**

There have been no complaints made against this provider

## **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 good. 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 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 there are written procedures for allegations of abuse made against a member of staff or a volunteer and ensure emergency evacuation procedures are practised by everyone to keep children safe at all times, especially as there are new children and staff within the setting

#### **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):

- seek the views of parents and value their observations about their children's learning; and encourage parents to play an active role in their children's learning by extending the activities at home
- devise effective regular assessments, monitoring and evaluation systems that clearly identify children's achievements, any learning difficulties they may have and show progression the children have made to enhance the children's learning.



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