



The Hall Road Kindergarten

Inspection report for early years provision

Unique Reference Number 204058

Inspection date 19 January 2006

Inspector Janette Elaina Langford

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Rochford, Essex, SS4 1NN

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Registered person Janet Anne Osborne

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?

The Hall Road Kindergarten opened in 1993. It operates from the 4th Rochford Scouts headquarters in a single storey building, which has an enclosed outside area. It is located in Church Walk, which is adjacent to Rochford Railway Station. The group serves the local and surrounding areas.

A maximum of 26 children may attend the setting at any one time. The group opens 5 days a week during school term times. Sessions are from 09.15 until 12.00 and 12.30

until 14.45.

There are currently 43 children from 2 to under 5 years on roll. This includes 28 funded 3 and 4 year-olds. Children attend for a variety of sessions. There are a small number children currently attending who have special educational needs. There are 10 staff working with the children and 5 of these are on training. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are beginning to learn some independent ways to contribute to hygiene, for example, they are encouraged to use paper towels after washing their hands. Staff remind children why they need clean hands so they begin to understand some healthy practices. The premises are kept clean although some practices – such as storing all mops (including the toilet mop) together in the kitchen – are not hygienic so children are not fully protected from the spread of infection.

Children are sometimes offered healthy foods such as toast or fruit, but more regularly, children are offered biscuits at snack time. Biscuits drinks and snacks are offered at a set time each day but children can ask for a drink during the session to encourage them to be aware of their own needs.

Accidents to children are dealt with appropriately because staff have up to date training and know the requirements for recording. Children are cared for appropriately if they are ill.

Children develop some physical skills through helping to tidy up; they roll up a mat together and balance this as they carry it to be put away. Children are developing their physical skills through use of equipment such as a tunnel. They practise crawling and fitting into small spaces. Children enjoy developing their fine motor skills with some exciting activities such as threading cereal hoops on a liquorice lace.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children have opportunities to use equipment which is suitable for their needs. The environment is secure with a door bell entry system and the member of staff opening the door amends the list with numbers of children and adults attending, in case of emergency.

There are regular fire drills and fire safety appliances are checked to ensure the safety of children. Electrical appliances are tested to make sure they meet safety standards.

A daily written risk assessment is carried out. Whilst some hazards to children are minimised, the risk to children from heavy stacked furniture and equipment has not been assessed effectively to protect them.

Child protection procedures are available and contain all the necessary information and there is a named person to co-ordinate concerns. Some staff are due to attend a child protection training course to update their skills in safeguarding children.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children mostly learn through free play although circle times are used to reinforce some concepts. For example, children are developing their mathematical skills through practising counting how many children are present. They begin to learn elements of calculation through number songs and rhymes.

Children have regular opportunities to build their communication and language skills through clever use of text and writing resources in the play areas, however, they are not always encouraged to attempt to write their names on their work.

Children make good use of equipment such as the toolbox and tools or the home corner to stimulate their imagination and develop role play, where they act out new and familiar situations. They have access to a computer although this is not used everyday.

Teaching and learning are satisfactory. All staff take part in deciding on themes for the year. These ideas are then broken down into short term plans, but this lacks some basic details such as objectives, grouping, differentiation and evaluation. Children have some opportunities to progress towards the early learning goals because staff understand the ability of their key children and what they need to do next. Although elements of the Foundation Stage and the early learning goals are apparent in each session the emphasis on this stage of learning for the funded 4-year-olds is confined to one to two sessions. This limits the progress of the more able children as little differentiation is planned for during all other sessions.

Children under 3 years are given opportunities to develop into confident learners because the staff are beginning to understand and implement the 'Birth to three matters' framework into their planning and practice.

Helping children make a positive contribution

The provision is satisfactory.

Children have access to a wide range of play equipment to reflect people's similarities and differences, including puzzles, books and dolls. Spiritual, moral, social and cultural development is fostered and aspects of some festivals are woven into the planning to help children appreciate diversity. Children are learning Makaton sign language in circle time and this is used throughout the session with children confidently 'signing' to each other and to staff.

The setting recognises that some children have special needs and supports both the children and the families well. The Special Educational Needs Co-ordinator has an active role in planning for these children and liaises closely with other professionals involved in their care and assessment. Children have opportunities to progress based on their individual needs.

Children behave well and are encouraged to help and to co-operate in given tasks such as carrying equipment between them at tidy up time. They are confident and motivated although there are some missed opportunities to build on their independence and get them to carry out other helpful tasks such as sweeping up the sand or pouring their own drinks. Staff ensure all children know the names of the adults attending and attend swiftly to their needs so that children feel comfortable in the setting and build their sense of trust and belonging.

Partnership with parents and carers is satisfactory: They are given a folder of children's completed work and progress records at the end of each term and records are available to see on request. When a child reaches 3 years old the parents and carers are called in to help complete an 'entry into funding' form which details what the child can do. The key worker finds out additional information about what children do at home so there is some consistency between home and setting.

Although there is a complaint log, the procedure has not been updated to support the changes to the National Standards. There is a prospectus, however, the information detailed is out of date and does not reflect current practices within the setting and parents and carers may be misled.

Organisation

The organisation is satisfactory.

The leadership and management of the setting is satisfactory. The registered person undertakes all the paperwork which includes updating policies and procedures. She employs two supervisors who have level 3 qualifications to oversee the day to day practice. There are some inaccuracies within the policies particularly regarding the changes to legislation regarding suitable persons and vetting procedures. The current policy omits some procedures so children are not fully protected by robust systems.

Most records are kept in line with the National Standards, with the exception of some information relating to individual children being kept for a reasonable period of time after they have left the setting. A recommendation is necessary to ensure that the registered person and supervisors are aware that this is a breach of their registration.

The needs of the children attending are met. The routines give children opportunities for plenty of free play and children know what comes next in their day. This helps them settle in and develop their confidence and a sense of belonging. Although there are funded 3 and 4-year-olds in the setting, there is little consistent monitoring of how the Foundation Stage Curriculum is being delivered.

There are induction procedures to ensure that new staff are fully aware of all their

roles and responsibilities and a self appraisal system to help identify strengths and weaknesses. Staff have access to further training to help update their skills and improve care for children.

Improvements since the last inspection

Children are safer in their setting because the staff all hold a current first aid certificate and emergencies can be dealt with appropriately. The electrical appliances have been checked by a technician to improve the safety of the environment.

Children learn about diversity because the setting has introduced other cultures and beliefs into their planning. Staff set targets for their key children so that their individual needs are met.

More regular access to apparatus and equipment is used to ensure children develop their climbing skills.

Complaints since the last inspection

A concern was raised in relation to Standard 13: Child Protection, regarding an allegation made against a member of staff. An inter-agency strategy meeting took place with Social Services and the Police, who both decided to take no further action. The provider had conducted her own internal investigation, which was forwarded to Ofsted. Ofsted visited the provision on 7th July 2006 to discuss the findings. Ofsted were satisfied that the allegations against the member of staff were unfounded, but were concerned that the Area Child Protection Committee (ACPC) procedures had not been followed correctly. The following actions have been given relating to Standard 13 and 14:

Identify a named member of staff with responsibility for behaviour management.

Ensure that the child protection procedure complies with those of the local Area Child Protection Committee (APCP) and that all staff are aware of it.

Ensure that all significant incidents are recorded in detail.

Improve knowledge and understanding of the requirements set out in regulations and set in place a procedure to notify Ofsted of significant changes and incidents.

A satisfactory response to actions was received and the provider remains qualified for registration.

The provider is required to keep a record of complaints made by parents and carers, which they can see on request. the complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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 that anyone responsible for using mops is aware of, and complies with, Environmental Health requirements
- assess the risks to children in relation to stacked tables and take action to minimise these
- update the procedures in line with the revised guidance to the National Standards (this refers to complaints and suitability of staff)
- revise information in the prospectus so that it accurately reflects practice
- ensure that records relating to individual children are retained for a reasonable period of time after the children have left the provision.

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):

- improve planning to show how activities will be extended for the more able children in each session and detail the aims of the activity in line with the early learning goals.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk