



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 204058

DfES Number: 515523

INSPECTION DETAILS

Inspection Date	08/03/2004
Inspector Name	Heather Jeanette Knox

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	The Hall Road Kindergarten
Setting Address	The 4th Rochford Scout Headquarters Church Walk Hall Road Rochford Essex SS4 1NN

REGISTERED PROVIDER DETAILS

Name	Mrs Janet Osborne
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ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

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.

There are currently 31 children from two to five years on roll. This includes ten funded three-year-olds and eight funded four-year-olds. Children attend for a variety of sessions. There are no children currently attending who have special educational needs or for whom English is an additional language.

The group opens five days a week during school term times. Sessions are from 0915 until 1200 and 1230 until 1445. Eight staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Hall Road Kindergarten provides a good standard of care for children.

The provision is well organised and effective use is made of the staff and resources to ensure the children are well cared for. Staff are well qualified although first aid training needs to be undertaken. Staff are guided by an agreed set of policies and procedures which they understand and implement.

They provide the children with a variety of well-planned activities. Staff make good use of the premises to provide a warm and welcoming environment. They ensure health and safety issues are monitored, although electrical appliances need checking to ensure they are safe.

Staff provide the children with interesting snacks and promote good hygiene habits such as hand washing before eating. Staff treat all the children as individuals and

give appropriate support to new and young children who are settling into the group. The key worker system is effectively used to help establish good relationships.

There is a good partnership with parents and carers. Parents are warmly welcomed as they leave and collect their children. They are encouraged to be involved with their child's learning through home reading books. All documentation is in place and is regularly updated to ensure information is current and up to date.

What has improved since the last inspection?

At the last inspection the provider agreed to ensure that all staff renew their police checks. This has been addressed and appropriate records are in place.

What is being done well?

- The staff provide a variety of healthy and nutritious snacks for the children to promote healthy eating habits.
- The children are well behaved. Staff set clear rules and expectations for the children, which they consistently reinforce when needed.
- The staff maintain a safe and secure environment with good procedures in place for the arrival and collection of the children.
- The documentation is well organised to support the management of the group.

What needs to be improved?

- first aid training, to ensure that there is always a qualified first aider on duty
- the procedures to check that the electrical appliances are safe.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection	
Std	Recommendation
6	Ensure electrical appliances are checked so that they do not pose a hazard.
7	Ensure that at least one member of staff on duty holds a current first aid certificate.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The provision for education at Hall Road Kindergarten is of good quality overall. It enables children to make very good progress towards the early learning goals in all areas except knowledge and understanding of the world and physical development where they are making generally good progress.

The quality of the teaching is generally good. Staff have a sound understanding of the Foundation Stage and this is shown in their interaction with the children. They engage the children in dialogue and encourage them to use their own knowledge and think for themselves. Staff act as good role models and are calm and patient with the children. Comprehensive plans are in place which effectively cover the six areas of learning. Staff complete regular assessments on the children linked to the stepping stones. However, this information is not used to note future targets or inform planning.

The leadership and management is generally good. Staff work well as a team and meet regularly to plan and discuss issues. They show a commitment to on going training and systems are in place to effectively monitor the quality of the provision.

The partnership with parents and carers is very good. Parents receive a detailed prospectus about the group and are regularly updated about current issues. They are given information on the curriculum offered and receive a yearly report of their child's progress.

What is being done well?

- The staff plan a wide range of interesting activities for the children to assist their development in all areas of learning.
- The staff interact positively with the children and use effective questioning techniques to increase children's knowledge. They work alongside the children and effectively use resources to maintain the children's interest.
- The children are confident at using numbers and have a good understanding of mathematical language. They are beginning to use mathematical ideas to solve practical problems.
- Staff work well together and are aware of their individual roles and responsibilities throughout the session.

What needs to be improved?

- the assessments to help set focused future targets
- children's introduction to other cultures and beliefs

- opportunities for children to develop climbing skills.

What has improved since the last inspection?

The setting has made generally good progress since the last inspection and this has had a positive effect on the children's learning.

The yearly reports given to the parents show the children's progress in the six areas of learning. New assessments have been introduced although these are not currently used to inform planning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children have good relationships with each other and the members of staff. They are able to sit and concentrate and show perseverance in their activities. Children are confident and use their independent skills as they wash their hands and pour their own drinks. They are well behaved and understand that they have to share and take turns. They treat each other with respect and courtesy and show concern for each other's well being.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children are keen to share their views in both large and small groups. They enjoy looking at books and actively take part in telling a story, contributing their own ideas. Children are developing a sound understanding of the phonic alphabet. They confidently find their name when they arrive and at snack time. Children understand that print has meaning and use pens and paper to write train tickets and shopping lists. Older children write their own names on their work.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children are confident at counting and recognise numerals to ten. Number songs are effectively used to reinforce the concepts of addition and subtraction. Children are able to compare numbers and recognise when there are more or less objects. They are able to discuss different sizes and state whether they are taller or shorter than each other. Children are able to sort and match into different categories. They are beginning to use mathematical ideas to solve practical problems in their play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are able to examine natural and man made objects and they discuss out how things work. They use magnifying glasses to view objects and look at pictures under a microscope. They take part in floating and sinking experiments and taste sweet and sour foods. Children are learning about technology as they use calculators and telephones. They regularly discuss the weather and go for walks to the local church train station. However, children lack opportunities to learn about other cultures.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children competently use a range of different tools. They cut with scissors and use rollers and cutters to make playdough shapes. They effectively hammer nails into wood and use glue sticks to make collage pictures. Children complete puzzles and easily thread objects onto laces. They move around the room with control and co-ordination. They bounce on trampolines and pedal bikes and cars. However, children do not have opportunities to develop their climbing skills.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children experiment with a range of creative materials. They handle playdough, clay and cooked pasta. They paint with marbles, print with fruit and make rubbings of keys. Children use their imagination in the role-play area pretending to go on buses and trains. They mould clay pots and make papier-mache eggs to paint. Children enjoy singing songs and playing musical instruments. They can copy and imitate different rhythms and beats.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Extend plans to include more opportunities for children to learn about other cultures and develop their climbing skills.
- Use information from the assessments to help plan for individual targets.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.