



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 117191

DfES Number: 520655

INSPECTION DETAILS

Inspection Date 27/04/2004
Inspector Name Zenna Kingdon

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Kiddiewinks Pre-School
Setting Address Salisbury Road Baptist Church
Rosebery Avenue, St. Judes
Plymouth
Devon
PL4 8SX

REGISTERED PROVIDER DETAILS

Name Kiddiewinks Pre school 1045383

ORGANISATION DETAILS

Name Kiddiewinks Pre school
Address Salisbury Road Baptist Church
Roseberry Avenue, St Judes
Plymouth
Devon
PL4 8QP

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

Kiddiewinks pre-school was established in 1968. It moved to its current premises approximately five and a half years ago. The pre-school operates from the Baptist church in Salisbury Road, St Judes, a mainly residential suburb very close to Plymouth city centre. The pre-school serves the surrounding community. Most of the children go on to attend Salisbury Road Primary School. The setting is led and managed by a parent run committee and is a member of the Pre-school Learning Alliance.

The pre-school is open Monday to Friday from 09:15 to 13:00. It is registered to take 26 children. There are currently 23 children on roll. Of these 13 are funded 3-year-olds and 9 are funded 4-year-olds. There are no children currently attending who have special needs. The setting can support children for whom English is an additional language. It receives support from an advisory teacher from the local Early Years Development and Childcare Partnership.

There are five members of staff. The person in charge has a Diploma in Pre-school Practice and the deputy has an NVQ Level 3 in Early Years Care and Education. The other members of staff are currently working towards either an NVQ Level 2 or 3.

How good is the Day Care?

Kiddiewinks Pre-School provides a good standard of day care. The setting is well organised. The committee positively supports the staff in the delivery of care and the pre-school curriculum. There is a very thorough operational plan that works well in practice. There are attractive displays of the children's work and staff work hard to make the environment warm and welcoming to children and parents alike. Children have access to a broad range of toys and equipment that they are able to access themselves.

The setting shows a satisfactory awareness of health and safety issues. There are

effective systems for informing staff about changes in Health and Safety policy. There is a Health and Safety officer on the committee who is undertaking training and working with the staff to conduct risk assessments. However fire drills are not held frequently enough to ensure all children are familiar with the procedures. The setting has a positive attitude to healthy eating and healthy alternatives are provided at snack times. Children are encouraged to make sensible choices. The staff have a clear understanding of the signs and symptoms of child abuse. They would not hesitate to act in the best interest of any child they believed to be at risk.

Staff plan a good range of activities that helps children to make progress in all areas of their development. Children are given particularly good opportunities to develop creatively and to make use of their imaginations. Staff talk and interact with the children. Equality of opportunity is actively promoted. All children are included and difference and diversity is celebrated. The setting is very able to support children with special needs. Good behaviour is valued. Some strategies for managing whole group behaviour are not always appropriate.

The setting works well in partnership with parents. Parents' wishes are adhered to. They are kept well informed about the setting and the progress that their children are making.

What has improved since the last inspection?

At the last inspection four actions were set. These were to ensure that a visitor record book was available, to ensure hazardous chemicals are inaccessible to children, to ensure an incident book is available, and to ensure that the complaints procedure includes the name, address and telephone number of the regulator.

All of these actions have been completed, further improving the safety and welfare of the children. However the complaints procedure does not make it clear that parents have the right to complain directly to the regulator.

What is being done well?

- Care, learning and play is a strength of the setting. Children have access to a broad range of activities on a daily basis. They clearly enjoy being able to select something that they want to do that stimulates and interests them.
- Role-play is done particularly well in the setting. Staff take time and effort to ensure the children are able to use a well-resourced, print rich environment.
- Staff produce good displays of the children's work. This helps to develop children's self esteem, because they see that their work is valued.
- Equality of opportunity is ensured throughout the setting. All children are positively encouraged to become involved and to use whatever interests them. Difference and diversity is celebrated. Children whose first language is not English are included. Staff work hard to ensure that they understand what is taking place.
- Special needs are well supported. The special educational needs

co-ordinator has a good understanding of the Code of Practice. She ensures that activities are adapted so that all children are able to participate.

- The partnership with parents is excellent. Parents are positively encouraged to participate in the setting.
- The organisation of the setting is good. The committee is very committed and effective in positively supporting the staff. There is an excellent operational plan that works well in practice. The chair and the committee have a good understanding of it and the National Standards. Staff appraisals are conducted regularly.

What needs to be improved?

- the regularity with which fire drills are organised
- requesting of written parental permission to seek any necessary emergency medical advice or treatment
- management of behaviour when working with the whole group, for example at register and story times.

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 that fire drills are carried out regularly, ensuring that all children are given the opportunity to participate.
7	Request written parental permission to seek any necessary emergency medical advice and or treatment.

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

How effective is the nursery education?

Kiddiewinks pre-school provides a generally good standard of nursery education. Children are making generally good progress towards the early learning goals. The provision for creative development is excellent and they are making very good progress in this area. Children come in confidently; they are motivated and participate well with the activities on offer. They talk well, are able to recognise a range of shapes, and measure using blocks.

The quality of teaching is generally good. Staff support the children well. They make good use of questions to help children to think for themselves. Staff constantly praise and encourage the children. They ensure all children are included equally; adaptations are made to activities wherever necessary. Staff work particularly hard at including children who do not speak English. Assessment is carried out regularly and is informative. However plans lack rigour and do not always have sufficient challenge. Staff have high expectations for behaviour, which are not always met.

The leadership and management is generally good. There is a strong committee who do all they can to support the staff in delivering a good early years curriculum. The members of the committee all have a role in ensuring the smooth running of the setting and in helping it to make progress. The chair is confident to delegate all responsibilities for planning to the staff. The setting takes heed of advice from the early years advisory teacher.

The partnership with parents is very good. Parents are well informed about the setting and its provision. Staff keep parents well informed about the progress that the children are making. Workbooks and reading books go home regularly. Parents are positively encouraged to become involved with their child's learning and to participate within the setting. Staff listen to the parents and act on the information that they are given.

What is being done well?

- Children have excellent opportunities to write during role-play. There are pens and pencils and the appropriate materials to write on for each different type of role-play area. For example in a hairdresser's shop there is an appointment book, appointment cards and bills.
- The children are able to use the language of measure and comparison effectively. Staff plan opportunities for children to develop these skills. They also act upon them when they occur spontaneously.
- Children's physical skills are promoted effectively through a thorough range of stimulating activities. Staff plan for children to have access to vigorous play on a daily basis.

- The range of activities that are offered effectively inspires children's creativity. The well-planned and resourced role-play areas are particularly effective.
- The partnership with parents is excellent. Parents are encouraged to come into the setting with their child at 09:00 and play with their child in the setting until the start of the session. Both parents and staff have seen the benefits from doing this.

What needs to be improved?

- the linking of sounds and letters in a way that is meaningful
- planned opportunities to calculate
- the planning to help track coverage, to make clear learning intentions and to show how children of different abilities will be suitably challenged.

What has improved since the last inspection?

Very good progress has been made since the last inspection, improving the standard of nursery education. Then a number of key issues were raised concerning staff's knowledge of the curriculum, their use of assessment, opportunities for children to write for a purpose, opportunities for children's physical development and practical opportunities in knowledge and understanding of the world.

All the staff have gained a reasonable understanding of the early learning goals. They have a clear understanding of the need to plan from the stepping stones. They are aware of which stepping stones are likely to be appropriate for the children in the setting.

The staff make use of the published recording system that is used by most settings in Plymouth. There is a real attempt to use assessment and observations to inform planning. All observations are dated.

The children are given meaningful opportunities to write on a daily basis, within the role-play area in particular. Staff participate in children's play and model writing.

Children spend part of each session in the main hall. The hall is laid out by staff to encourage all areas of physical development. Benches are put across halfway down the hall so that children can safely become involved with trikes and more vigorous play on one side of them.

Staff plan practical learning opportunities to help children to make progress in knowledge and understanding of the world. During the topic on the senses the children are given opportunities to make use of all of their senses. They look, smell, listen, touch and taste. During other topics children are given other practical opportunities to investigate.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

The children arrive in the setting keen explore. They are confident, excited and motivated. They place their names on the self-registration board. They are encouraged to share their experiences with each other. Having counted in English they then count in the home language of a child for whom English is an additional language. The children respond to the staff's expectation that they should work together and share. They understand the expectations for behaviour and usually respond appropriately.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children talk for a range of purposes. They are confident to talk to visitors to the setting, explaining their thoughts and ideas. They enjoy reading and often choose to sit quietly in the book corner reading for themselves. Children have good opportunities to write in meaningful ways. They write bills and make appointments in the role-play area. Handwriting is recognisable and usually correctly formed. Children do not have opportunities to link sounds and letters in a meaningful way.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are able to count effectively. They recognise that one digit represents one number and can match them up, for example using tiles during a game of hopscotch. They count the number of children present each morning. One child walks around touching every child present as they count. Children recognise a range of two-dimensional shapes. The children use large construction blocks to measure and recognise when the tower is one block taller than the person. There are no plans for calculation.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Whilst following the topic 'Our Senses', children explore using their senses. They feel objects inside a feely box. They describe how they feel and make suggestions as to what they could be. They listen to sounds and guess what is making them. Children are given opportunities to construct using recyclable materials. They have access to a range of both small and large construction toys on a daily basis. They access a range of ICT toys and use them independently.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children have access to vigorous play on a daily basis. They move confidently in the main hall. They run around and are able to pedal ride-on toys effectively. There are opportunities for children to either balance or climb on a daily basis. They show an awareness of each other as they are moving around. Children are able to access a broad range of large and small equipment. They use a good range of tools to manipulate play dough, including rollers, cutters and scissors.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children are given good opportunities to explore colour and texture. They are encouraged to paint pictures using a range of colours. The children talk about what they have painted. They sing songs from memory including action songs related to their topic. Children enthusiastically access the role-play area. Role-play is regularly changed; it is a well-resourced print rich environment. Children also use role-play equipment when riding on trikes and tractors. They become engrossed in their game.

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

- improve the planning system to ensure that learning intentions are clear and that there is suitable challenge for all children
- develop the curriculum to ensure there is good coverage in all areas and in particular there are opportunities to link sounds and letters effectively and opportunities for calculating are planned.

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.