



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 218175

DfES Number: 515946

INSPECTION DETAILS

Inspection Date 22/04/2004
Inspector Name Permjit Tanda

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name KINVER PRE - SCHOOL PLAYGROUP
Setting Address EDGECLIFF COUNTY HIGH SCHOOL
ENVILLE ROAD, KINVER
NEAR STOURBRIDGE
WEST MIDLANDS

REGISTERED PROVIDER DETAILS

Name Mrs Margaret Emuss

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

Kinver Pre-school Playgroup opened in 1964. Accommodation is based in a youth and community centre in the grounds of Edgecliff High School in Kinver. The playgroup also has a use of a classroom situated within the main school building. There are local shops and a park within walking distance.

There are currently 50 children on roll. This includes 15 funded 3-year-olds and 14 funded 4-year-olds. Children attend a variety of sessions. There are currently no children with special needs or English as an additional language attending. The group is open five days a week term time only. Sessions run from 09:00 to 12:00 and 13:00 to 15:30.

Five staff work directly with children of whom most hold an appropriate Early Years Qualification. The setting receives support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Kinver Pre-school Playgroup provides good care for children. The group is well organised and there are good routines in place which help make children feel secure. There is a comprehensive written risk assessment carried out regularly on the premises to ensure the safety of the children. Staff are vigilant about the children's safety and children show an awareness of potential hazards. Staff adopt good hygiene practices to prevent the spread of infection and children learn about personal hygiene.

Staff plan well and provide a broad range of exciting activities which help children make progress in all areas of development. Children are motivated to learn and show a keen interest in exploration and investigation. Sessions are well planned and staff maximise on learning opportunities available. Staff promote equality of opportunity well throughout the setting and children learn about other cultures and beliefs. Assessments of the children's developments are clear and concise and are

used to plan for the children's next steps of learning.

Children are very well behaved, they respond well to behaviour boundaries and staff have a consistent approach to behaviour management.

Partnership with parents and carers is good. Parents receive valuable information through daily contact and written records. The recruitment procedure and staff induction needs to be further developed to ensure they are effective. All staff have a clear understanding of policy, procedure and their responsibilities. A record of accidents is maintained but includes insufficient detail of injury. The behaviour management policy need to be reviewed and updated. All other policies and procedures are well written and regularly updated.

What has improved since the last inspection?

Since the last inspection two staff have successfully completed their basic food hygiene training and hold a current certificate in basic food hygiene.

What is being done well?

- The environment is well organised to allow the children within the group to be self-sufficient. Children have daily opportunities to express their creativity and ideas through a range of materials and media. Staff make good use of resources and spend much of their time working with the children. They encourage children to explore and investigate using all their senses. Children have access to a role play area daily and they easily use props to support their imaginative play.
- Staff promote the celebration of a variety of cultural festivals throughout the year. They plan effectively and incorporate the festivals around all areas of learning and, therefore, children are provided with a range of exciting opportunities to help them learn about other cultures and beliefs.
- Parents receive good information about the setting and comprehensive written policies. Parents are encouraged to be involved in their children's learning in many ways. They are invited to support the current topic through sharing their skills. There is constant communication and parents are provided with a written comprehensive achievement report.

What needs to be improved?

- the information obtained on new staff during the recruitment process and the staff induction to ensure it is formalised;
- the record of accidents to ensure the detail of injury is recorded in full;
- the behaviour management policy to ensure sanctions used are always appropriate.

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
2	Further formalise the recruitment procedure and staff induction.
7	Ensure the record of accidents records the detail of injury in full.
11	Review and update the behaviour management and sanctions policy.

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

How effective is the nursery education?

Kinver Pre-school Playgroup offers good quality provision overall which helps children make generally good progress towards the early learning goals. They make very good progress in their personal, social and emotional development, knowledge and understanding of the world and physical development.

Teaching is generally good and staff have a secure knowledge of the foundation stage and how to help children make progress. They carry out clear planning which includes the six areas of learning and provide a good range of stimulating practical activities for children. Staff provide an inviting environment and spend much of their time working with the children. Although children are usually grouped according to their ages, sometimes whole group sessions are not effective and therefore the children's learning is not always fully extended. Staff have a consistent approach and help children understand behaviour expectations.

Assessments of the children's learning are systematic and clearly link to the stepping stones and early learning goals. Staff provide opportunities for children to demonstrate what they know and understand. There is a good support system in place to help support children with special needs and children who speak English as an additional language.

Leadership and management is generally good. There is a well established team and the person in charge is committed to extending the quality of the provision through the ongoing professional development for all staff. There are effective systems in place to monitor the care and education in the nursery.

The partnership with parents is very good. Parents are well informed about the nursery ethos, curriculum and their children's progress.

What is being done well?

- Staff provide good opportunities for children to increase their self help skills and the environment is organised well to help children be self sufficient. Staff provide opportunities for children to interact and talk in groups and negotiate during play. Staff support the children well and children show high levels of concentration and are interested in their play.
- Staff provide many opportunities for children to investigate and explore objects, materials and the natural world. Children learn about their senses through practical meaningful activities which they enjoy. Staff encourage children to observe similarities and difference in many ways and are encouraged to comment on change.
- There is a planned physical activity session held indoors daily. Staff set out the large hall with a good selection of large and small apparatus. They

encourage children to participate and extend their co-ordination, control and awareness of safety.

- Staff provide regular opportunities for children to use a wide range of materials to express and communicate their ideas. Different techniques are experienced in producing their work such as free painting, hand sponge and bubble. Children learn about colour and texture through a range of malleable materials and play dough is made available daily.
- Good attention is given to the planning and preparation of activities. Staff offer a broad range of resources and experiences based around the focused topics. Staff plan effectively and include the teaching of other cultures and beliefs within the overall programme well.

What needs to be improved?

- the organisation of whole group story sessions to ensure staff plan and prepare for the different attainments within the group and to ensure the children's learning fully extended
- the opportunities provided for children to compare two numbers and use calculation through practical and daily routine.

What has improved since the last inspection?

Very good progress has been made since the last inspection. The assessment process has been refined and the children's individual attainments and progress is regularly monitored. Staff have produced an achievements record which clearly relates to the early learning goals. It is meaningful to parents and includes photographs of the children engaged in activities at the setting. Parents are encouraged to contribute to the assessment process through the completion of a development booklet based around what their children can do, they are also involved throughout the process and have access to the continuous assessment.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in their personal, social and emotional development. Children show a sense of belonging and adapt well to changes. Children show high levels of involvement in activities and demonstrate an increased independence in selecting activities and self help skills. They show concern for others and express their feelings appropriately with an awareness of set behaviour boundaries. Children take initiatives, learn to negotiate and manage tasks independently.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children learn to interact and talk in groups. They listen and respond with enjoyment to books but sometimes learning is not fully extended due to the mixed age group during story sessions. Children are extending their vocabulary and explore the sounds of words and letters through their names and familiar words. The children recognise their names and show an interest in print. Children learn to write their names and enjoy using writing during play.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children show an interest in numbers and counting during group activities and through the use of action number rhymes. Children learn to count objects and some recognise numerals up to nine. Children show an interest in solving number problems during singing but older children show little understanding of number comparison and calculation. Children are involved in a variety of practical activities to compare shape and size. Children are beginning to sequence and recreate simple patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children investigate and explore living things and natural objects to find out more about them. They observe changes in the environment and describe and explore changes in the weather. Children show an interest in programmable toys and use them independently. They independently build and construct with a range of material to create models. They recall past and present events and show an interest in other cultures and beliefs.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children make very good progress in their physical development. Children develop spatial awareness, move confidently and safely. They use a range of large and small equipment with increased skill and confidence. They learn to co-ordinate their body to create intended shape through music and movement. They have an understanding of personal hygiene and learn about the importance of healthy eating. Children independently use tools and demonstrate an increased skill in the construction of models.

CREATIVE DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children make very good progress in their creative development. Children easily differentiate between colours and confidently explore texture and shape. They respond in a variety of ways to what they see, hear and touch and communicate their own ideas through a good range of art materials. Children use their imagination during role play and use expression through dance and movement. Children show an interest in music and enjoy using percussion instruments.

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

- Key issues
- Plan and prepare for the different attainments within the group during story sessions to ensure they are effective and the children's learning is fully extended;
- Provide increased opportunities for children to compare two numbers and use calculation through practical activities and daily routine.

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.