



**Office for Standards  
in Education**

## **COMBINED INSPECTION REPORT**

**URN** 127289

**DfES Number:** 511420

### **INSPECTION DETAILS**

Inspection Date	09/02/2005
Inspector Name	Susan McCourt

### **SETTING DETAILS**

Day Care Type	Sessional Day Care
Setting Name	Kelso House Pre-school
Setting Address	40 Northumberland Avenue Margate Kent CT9 3BW

### **REGISTERED PROVIDER DETAILS**

Name	Mrs Pauline Bates
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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

Kelso House Pre-school was registered for sessional day care in 1993. It is located in a residential area, close to the beach, shops and schools. The pre-school opens five days a week term time. Sessions last from 09:00 to 12:00 and 12:45 to 15:45. Afternoon sessions are run when there is extra demand.

The pre-school is open to 12 children aged 2 to 5 years. There are currently 27 children on roll, of whom 15 receive funded education. The pre-school can support children with English as an additional language and those with special needs.

The pre-school operates from the home of one of the registered providers. Children use one playroom plus the hallway, toilet and outside area. It serves the local area and surrounding towns.

Three staff work with the children. They have early years qualifications and attend short courses. The Pre-school receives support from a teacher from the Early Years Partnership.

### How good is the Day Care?

Kelso House pre-school provides good quality care for children. All staff are qualified and experienced and update their knowledge and skills in line with best practice. The size of the group ensures that children are well supervised at all times. The rooms children use are warm and welcoming, providing a stimulating place to play. Equipment levels are good and all policies and records are in place.

The staff have a good safety routine and children learn the importance of good health and hygiene. Snacks are provided and children sit together to eat in a social atmosphere although the independence they enjoy in other activities is not reflected in the snack time arrangements. The staff work closely with parents to ensure that they are aware of any individual needs that children may have. The pre-school is able to include children with special needs and children from a wide variety of cultural backgrounds. The staff are knowledgeable about child protection issues and

update their training. They are aware that the welfare of the child is paramount.

The pre-school routine allows for an excellent variety of play opportunities and at any time, there is always a good choice of activities available. Staff provide excellent support to children who are settling in and children quickly grow in confidence as a result. Staff plan interesting topics and include children's ideas and interests as a matter of course. This ensures that children are enthusiastic about what they do and enjoy learning. Staff have clear expectations of the children's behaviour and give praise and encouragement in a positive atmosphere. Children are well-behaved as a result.

The staff are committed to building strong relationships with parents. Parents are welcome at any time in the pre-school and meet with staff once a term to discuss progress. Parents take home their child's observation record every day and can add their own contributions.

#### **What has improved since the last inspection?**

The owners of the pre-school have created forms to ensure that they have consent to administer medication and to seek parental consent for emergency medical treatment.

#### **What is being done well?**

- Staff get to know the children well and work individually with each parent to ensure that children are well-settled and secure in the pre-school. Children are very confident as a result.
- Staff are qualified and experienced for their roles in the pre-school. They are committed to developing their qualifications as well as keeping up to date with best practice. Staff use the knowledge they gain to review their work and make improvements as they go, building on their achievements.
- Staff provide an excellent range of activities for children to choose from. These are changed at intervals through the session to ensure children maintain their interest and learn a range of skills. Equipment levels are such that small groups of children can play together with enough to go round.
- The pre-school operates with a small group of children and a small, consistent staff team. The children get to know each other well and build strong friendships in a home-from-home. atmosphere.

#### **What needs to be improved?**

- the independence of children at snack time

#### **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
8	Consider ways to increase children's independence and participation at snack time

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

### How effective is the nursery education?

The provision for nursery education at Kelso House Pre-school is acceptable and is of high quality. Children are making very good progress towards the early learning goals in all six areas of the curriculum.

The quality of teaching is very good. Staff have an excellent understanding of the Foundation Stage and plan interesting activities, paying close attention to how children of different abilities will take part. The indoor learning environment provides rich learning experiences where children can set their own challenges and staff are on hand to offer support and suggest solutions. This high standard is not fully achieved in the outdoor learning environment. Staff know the children well and differentiate their approach accordingly. All staff contribute their observations of children's progress which are then written into the child's link folder. The progress children make is used to inform the next set of plans.

The leadership and management is very good. The small staff team includes the owner-managers and their aims and values are successfully reflected in the practice of the group. They continually update their skills and knowledge and review their work in line with best practice. They monitor their systems for planning and observation and are committed to improving the care and education for all children.

The partnership with parents is very good. Parents are given information about the Foundation Stage and can see all policies and plans. They take home their child's link folder every day and can make their own contributions to the observations made of the child's learning. Parents can attend at any time and meet formally with the staff every term.

### What is being done well?

- Children are enabled to be independent in the learning environment. They can choose their activities and set their own challenges. Children persist in learning new skills and are good at solving problems and seeking solutions.
- Children are confident and skilled writers. They see a lot of print in the room as well as in books. They use writing for different purposes in the role play area and see different languages and scripts around the room.
- The staff team is small and includes the owner-managers. Their shared vision and aims ensure that the staff team works well together, communicating effectively to meet the needs of children.
- The link folder provides an effective and simple method of informing parents about their child's achievements. Staff write their observations next to the plans for the week and can link them to the stepping stones. Parents can add their own observations and see immediately the progress their child is making.

<b>What needs to be improved?</b>
<ul style="list-style-type: none"><li>● the outdoor learning environment</li></ul>



<b>What has improved since the last inspection?</b>
<p>The improvement since the last inspection is very good. The link folder system is used for recording observations against the weeks plans and can be linked to the stepping stones. The same folder is taken home very day by parents who have space for their own contributions. This system ensures that parents are always kept abreast of their child's achievements and can immediately reflect what is happening at home. The staff use the information when compiling the next plans meaning that learning is continuous and meaningful.</p>

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are confident and settled in the pre-school and stay at self-selected activities for lengthy periods of time. They show pride in their achievements and join in with whole group activities. Children are skilled at negotiating, listening and taking each other into account when playing together, learning to treat each other politely. Children are well-behaved and can take care of their personal needs. Staff value children's contributions and children learn to value each other's views too.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children communicate well and staff are responsive to gesture and facial expression. Children think things through and can predict what may happen in a story. Children learn to link letters and sounds and can recognise their names. They enjoy poems and books and see print in different languages around the room. Children are confident writers and use writing for a variety of purposes such as recording observations, taking notes or naming their work.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children count spontaneously as they play and use number names confidently. They recognise numerals up to 10 and beyond and can select the correct numeral for a group of objects. Children learn simple calculations in practical activities and can say the number that is one less or one more than a given number. They learn about capacity and weight and use mathematical language to describe the size and shape of 2D and 3D objects. Children can copy and continue patterns and make predictions.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children use and explore a variety of natural and recycled materials such as leaves, seeds, shells and soil. They learn about how things are made, how they work and also make simple records of their observations. Children are skilled at making planes or track layouts in construction and craft activities. They use technological toys including computers. Children learn about time, days and seasons and go on short local outings. They learn from each other about their diverse community.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children take part in different physical activities such as acting out a bear hunt or using hoops, seesaws and rider toys. They have a good sense of space and negotiate their turn-taking easily when necessary. Children learn about how their bodies work in topics and as a part of practical activities. Children use a variety of small objects such as tacks, beads and small world play to build their small muscles. They use a variety of scissors, hammers and other tools safely.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children use a good variety of materials in their art and craft activities and create both individual and group pictures. They enjoy making and listening to music and can compare the sounds of different instruments. Children are enthusiastic about role play and the home corner is regularly adapted to be a travel agents or post office for example. Children dress up and act out simple stories spontaneously. They enjoy expressing themselves in art, using a winter collage to show who they play with.

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

### **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very 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**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- consider ways to improve the outdoor learning environment

*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.*