



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 253988

DfES Number: 500166

INSPECTION DETAILS

Inspection Date 13/01/2005
Inspector Name Christine Ann London

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Abbey Kindergarten Pre-School
Setting Address Ketts Park Community & Recreation Centre
Harts Farm Road
Wymondham
Norfolk
NR18 0UR

REGISTERED PROVIDER DETAILS

Name The Committee of Abbey Kindergarten Pre-School 1026419

ORGANISATION DETAILS

Name Abbey Kindergarten Pre-School
Address Ketts Park Community & Recreation Centre
Harts Farm Road
Wymondham
Norfolk
NR18 0UR

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

Abbey Kindergarten Pre-School opened in 1970 and moved to its new premises in July 2000. It operates from the Kett's Park Community and Recreation Centre, in Wymondham, Norfolk.

A maximum of 26 children may attend the pre-school at any one time. The pre-school is open each weekday from 09:15 to 12.00, they operate a toddler group on a Tuesday from 13:00 to 14:45 both are for term times only. All children have access to a secure enclosed outdoor play area.

There are currently 35 children aged from 2 to under 5 years on roll. Of these 24 children receive funding for nursery education. Children can come from a wide catchment area, although currently most children live locally.

The nursery employs six staff. Three of the staff, including the manager hold appropriate early years qualifications. Three staff are working towards a qualification.

The pre-school receives support from a link advisor from the Early Years Partnership. They are members of the Pre-School Learning Alliance, the Norfolk Early Years Support Network and have developed very good links with the local primary school and other pre-school groups in the area.

The group are currently working towards the Norfolk Quality Kitemark Accreditation following their achievement of Investors in People.

How good is the Day Care?

Abbey Kindergarten Pre-School provides good quality care for children.

The pre-school provides an attractive welcoming environment, created by the thoughtful arrangement of toys and equipment which ensures children have a wide choice on arrival, children are eager to attend. Two qualified, experienced staff and two staff working towards qualification are present at each session. An effective key

worker system operates and as a result children are secure and confident in their care. Staff are guided by a generally clear set of policies and detailed operational plan which is seen in practice in the group.

Good deployment of staff, a daily assessment of potential risks and a systematic regard to security ensures children are cared for in a safe environment. They practice good hygiene procedures in the daily routine and enjoy nourishing snacks provided by the parents. Snack time is a social occasion when independence skills are fostered. However, the length of time the younger children are expected to sit at the table is excessive. There are effective procedures to ensure any children with special needs who attend are well supported and staff are clear in their responsibility to protect children.

Children are happy and well occupied by the balance of child initiated and adult led activities available throughout the session. Staff interact with children in a calm and caring manner. Children are well behaved responding to positive role models and high expectations of staff.

Clear information is provided for parents through an initial brochure, regular newsletters, a well maintained notice board and access to policies and procedures. Parents feel confident in talking to staff at any time and share information about their children with the key person on a daily basis. This relationship has a positive effect on the children.

What has improved since the last inspection?

There were no actions at the last inspection.

What is being done well?

- An attractive environment is created in the shared hall. Staff arrange a wide variety of equipment and create areas for different types of play. Posters and children's work are displayed, within the limitations of the building, to make the room inviting to the children who are eager to attend.
- Staff interact in a very positive manner with children. Interesting conversations take place as children share their experiences with the adults. Effective relationships are in place and children are confident and secure.
- Staff update their knowledge and understanding through accessing training and workshops as available. This improves their practice with the children.

What needs to be improved?

- the time taken for snack time.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last

inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

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	Develop snack time, to limit the period of time that children are away from the stimulating play opportunities offered to them.

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 Abbey Kindergarten Pre-School is good and of high quality. It enables children to make very good progress towards the early learning goals in all areas of learning.

The quality of teaching is very good. Staff make good use of the accommodation and resources to promote learning in all areas. The planning shows how the provision will provide a balance of activities across the early learning goals. Staff have clear roles and responsibilities and work well together focussing on children's individual needs, identified through frequent observations. They use questioning effectively to develop children's learning but this is not so effective in encouraging the children to use the role play area. Positive relationships are in place, children are encouraged to talk and behave appropriately by positive role models provided.

Children are confident, secure and enjoy the activities offered. They are making very good progress because staff have sound knowledge of the early learning goals and clear understanding of how young children learn. They use assessments of children's progress to plan for the next steps in their learning.

Leadership and management are very good. The supervisor is very positive and well organised and ensures staff are all involved in planning. They are effectively guided in delivering activities, which meet the individual needs of children. The management committee plays an active part and is fully supportive. Staff appraisals take place and staff are encouraged to undertake training.

The very good partnership with parents has a positive effect on children's learning. Parents are well informed by regular newsletters and information provided about the current topic. The parents are invited to join the parent rota system, to see first hand what their child does in pre-school. A key worker system is in operation.

What is being done well?

- Staff use observation techniques to identify children's progress towards the early learning goals. They effectively determine what children know and can do and plan the next steps in their learning. They provide appropriate activities to help children progress in the identified area of learning.
- Children are confident in the use of mathematical language and staff use questioning to develop their language further. They count spontaneously and with encouragement when taking part in many different activities. Early calculation skills are being developed in play situations.
- Children are very eager to attend and have a positive attitude to playgroup. They are confident, secure and very well occupied by the activities available. They make decisions and take part in different play situations on their own or

with friends in a calm and relaxed manner. They choose when they would like to take refreshment and willingly help to clear space for physical play activities or to take part in a large group activity.

- Children's communication skills are well developed. They confidently speak out their name in a large group and join in with conversations with adults or other children. They join in with the group story, speaking out when invited.

What needs to be improved?

- the planning of imaginative play activities to ensure that the potential challenges and learning opportunities for all children are exploited

What has improved since the last inspection?

The pre-school has made very good progress since the last inspection. They have developed the system of assessment recording the children's achievements in the six areas of learning by ensuring that all staff are aware of the criteria within each area of learning. This has produced a consistent approach in recording how individual children's progress is achieved.

Planning has been reviewed and evaluated to ensure that all aspects of all areas of learning are covered adequately.

Teaching has improved by the effective deployment of staff and the use of open ended questions which encourage the children to think and predict for themselves, this enables them to reach their full potential.

These actions taken have made a positive impact on the provision and the children's learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are motivated and have a positive attitude to learning. They concentrate and persevere with activities. The children's confidence, independence and self-esteem are developing through the self-chosen activities, daily routine and play experiences. Friendships are in place, children seek out others to share activities and spontaneously develop play, such as two children deciding to have a pizza picnic. They respond well to the positive role models of staff, are caring and well behaved.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children confidently talk to adults and each other as they play. They think about and talk through what they are doing, for example, when working out how to divide play dough for eight children to play. An enjoyment of books is demonstrated as children handle them with confidence, share a story with a friend or sit and listen to an adult. They have many opportunities to mark make and practice their writing skills in all aspects. Children are starting to write letters and some write their names.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count spontaneously in play activities and many are confident counting to ten and beyond. They recognise written numerals, for example, by pressing the correct key when using computers. They use mathematical language as they share play dough and undertake simple calculation as they work out whether there are too many children to play a game. They learn about shape as they sort and complete puzzles. Sand play and cooking activities help their understanding of weight and capacity.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children learn about the passage of time as they observe changes in insects. They have opportunities to explore, investigate and construct through a variety of activities. They operate tape recorders to develop listening skills and learn about technology. Planned topics and resources develop their understanding of diversity, resources include bi-lingual books and toys relating to the travelling community. Visitors are welcomed helping to develop their awareness of the wider world.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently around both inside and outdoors, they have a good sense of space. They use large and small pieces of equipment with confidence and dexterity. They demonstrate skill in the use of malleable materials and tools, such as play dough and collage work. Activities are set up outside for children to explore and during wet weather part of the hall is divided to ensure children can access large physical movement using resources such as climbing frames and musical movement.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children express themselves using extensive ranges of materials and media. They enjoy musical activities, singing and using instruments enthusiastically. There are planned opportunities to design and construct in three dimensions. Children express their feelings and imagination through play such as going on a picnic, taking a child in a wheelchair for a walk. Paint and mark making materials are use in a variety of ways, large brushes on paper rolls outside and tools in sand and play dough.

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:

- There are no significant weaknesses to report but consideration should be given to improving the following:
- planning of imaginative play activities to ensure they provide challenges and learning opportunities for all the children

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.