



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 309219

DfES Number: 516715

INSPECTION DETAILS

Inspection Date 11/03/2005
Inspector Name Denise Sixsmith

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Asmall Kindergarten
Setting Address Asmall Primary School
Tennyson Drive
Ormskirk
Lancashire
L39 3PJ

REGISTERED PROVIDER DETAILS

Name Asmall Kindergarten 1098477

ORGANISATION DETAILS

Name Asmall Kindergarten
Address Asmall Primary School
Tennyson Drive
Ormskirk
Lancashire
L39 3PJ

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

Asmall Kindergarten has been open since 1992. It is situated within Asmall Primary School on the outskirts of Ormskirk. The Kindergarten is run by the school committee, which also runs the after of school club for the children from the school. Outdoor areas are available for both facilities. The Kindergarten is open Monday to Friday from 09:00 to 11:45 and 12:45 to 15:15 during term time. The after school club is open Monday to Friday term times only.

There are currently 31 children on roll at the kindergarten aged from 2 to under 5 years. Of these 18 children receive funding for nursery education. The after school club has recently started to operate again after a break.

The committee employs 5 staff in the Kindergarten all of which are qualified. Two qualified staff work in the after school club. Support is received from the Sure Start Early Years Development and Partnership.

How good is the Day Care?

Asmall Kidergarten and After School Club provide good care for children. The established management and staff teams have produced clear policies and procedures the majority of which are complete and enable the groups to run smoothly. The qualified and skilled staff have a good commitment to self development by attending courses which keep them up to date with current childcare practice. They work well as a team in a relaxed environment however specific named deputies are required. The space and resources are used very well to help the children to be settled and happy.

Good safety and hygiene procedures are in place and staff are vigilant in reducing risks. They have a satisfactory awareness of child protection issues. Children are encouraged to observe good hygiene as part of their developing independence. A variety healthy snacks are provided which are eaten in a social setting.

The children benefit from a stimulating range of play activities which provides them

with the opportunity to initiate their ideas. They have a choice about what they do within a well planned structure. Children can access the good quality range of toys and resources easily. Good behaviour is valued and children's self esteem is fostered very effectively by staff through praise and support. Staff are patient, calm and caring towards the children and place an emphasis on fun, good relationships have been developed. Children are respected as individuals and staff meet their needs very well.

Partnership with parents is good a welcoming environment is in place for both parents and children. Staff share information daily about the settings activities and the children's welfare. They take the time to find out parent's views and share information about policies and activities. Parents speak very highly of the provision and the development their children are making. They state they value the friendly approach of the staff.

What has improved since the last inspection?

It was agreed at the last inspection that the complaints policy and the child protection policy would be updated.

The group has successfully updated both policies ensuring that staff have an increased knowledge of both areas and are able to provide a safer environment for the children.

What is being done well?

- The staff and children's good relationship with good behaviour being valued and children's self esteem fostered effectively by staff through praise and support in both groups. Children in the after school facility chose the topic to be covered and display their work in the school.
- The children's access to a stimulating, rich range of play activities which provides them with the opportunity to develop their thinking. Staff's commitment to detail with each child being respected as an individual and their needs being met well. Children are encouraged to value each other and subsequently work well together in groups as well as individually.
- The premises are bright clean and well maintained. There is a commitment to continually improving the environment for the children. A new room has been built and furnished well with new computers introduced to improve the facilities for the kindergarten children.
- Partnership with parents is good, parents speak very highly of the provision and the development their children are making.

What needs to be improved?

- the documentation to ensure that the behaviour management policy includes usage of the incident record

- further development of the assessment and induction procedures and the formal naming of deputies.

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 since April 2004.

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	Ensure that a named deputy is in place, that the induction system covers the required two areas within the first week of staff employment and a formal appraisal system is developed.
14	Develop behaviour management policy to include the usage of the incident record.

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

How effective is the nursery education?

A small Kindergarten provides good nursery education. It enables children to make generally good progress towards the early learning goals and very good progress in creative development and personal social and emotional development.

The quality of teaching is generally good. Planning is generally well organised and follows the national guidance. Focussed activities are undertaken weekly however planning for the ongoing activities is not fully implemented. Staff build very positive relationships with children and parents which helps the children feel comfortable in the setting. They help children learn through play and encourage their developing self skills well. Children become more independent because staff encourage them to do many things for themselves, for instance changing for physical education and taking on small roles of responsibility. Staff praise and reward children for good behaviour. The assessment system for the children is generally good but has yet to be fully implemented. Due regard is given to the Special Educational Needs Code of Practice and systems are in place to provide support.

The leadership and management of the day nursery are generally good. Clear policies and procedures are in place and known to all staff. There is a strong commitment to employing qualified and experienced staff as well as providing ongoing training. Management recognise that ongoing assessment is important and intend to introduce a formal assessment system.

The partnership with parents is generally good. Parents receive plenty of information about their child's progress both formally and informally however home links and shared information is not as well developed. Parents are very pleased with the care their children receive and have supported the group to build a new room since the last inspection.

What is being done well?

- The premises are bright clean and well maintained. There is a commitment to continually improving the environment for the children. A new room has been built and furnished well with new computers introduced to improve the facilities and experiences for the children.
- Children enjoy the indoor physical education session in the school hall. They are developing good self help skills when they change into their P.E. clothes. Children enjoy the challenge of the obstacle course moving along under and through the obstacles with increasing skill and confidence. They follow directions well as they stretch, curl up and grow like trees.
- Children engage in dressing up eagerly. They chose outfits and playing daddy bear as they remember stories and make up their own with others in self initiated play. Children use language readily during their play explaining

what they are doing and what they are going to do. They engage in conversation with staff and others at snack time about their home and family.

- Children enjoy attending the group and are given a warm welcome from staff who have a good knowledge of the children. Staff build children's self esteem through the use of praise and encouragement very well. Each child is valued as an individual and are confident in the supportive friendly environment. Parents spoken to reflected this and are very supportive of the group and staff.

What needs to be improved?

- planning to ensure that children, have a variety of experiences to attempt writing for a variety of purposes, access numerals to enable them to solve practical mathematical problems, access to a variety of materials for joining and construction and experiences to develop and refine their climbing skill
- assessment systems to ensure that information gathered informs future planning
- development of a two way sharing of information with parents about their children's learning.

What has improved since the last inspection?

Generally good progress has been made since the last inspection when three key issues were raised.

Observation of children's learning has been improved with ongoing observation being noted however planned observations are to be introduced to improve this and better inform future planning.

The long term plans are in the process of being reviewed and developed by the recently appointed manager.

A system of providing Information for parents about their children's progress is in place and being developed further to ensure they are more fully informed about their children's progress.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are very happy in the caring atmosphere of the setting. They are keen to learn and get involved in activities. Children demonstrate their independence by choosing activities, by putting on their coats and changing for P.E. They behave well and help each other at snack time. Children are keen to help staff tidy away their toys. More mature children are starting to share resources well and cooperate in games.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children communicate their thoughts and needs confidently using phrases and sentences. They treat books well and like to act the 'storyteller' using the pictures and running fingers along the words finishing with 'the end'. Children are recognising their own name and linking sounds to letters. They do not have sufficient experiences in ongoing play to attempt writing for a variety of purposes. Children are forming recognisable letters and are encouraged to write their names on their drawing.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children easily name the main colours and use this knowledge to select coloured bears and pathways in a game. They count up to 12 at registration and use positional language well particularly in P.E. Children do not experience sufficient numerals in the room to assist them to sort out mathematical problems in every day activities. They know the names of the flat shapes and are beginning to recognise them in their surroundings and work. Children sort toys well at tidy up time.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are developing a good awareness of the weather, observing what is happening, "today it is cold, but not freezing cold" recording this on the chart. They use their senses well to identify fruit and vegetables in the food topic including tasting celery. Children do not however have sufficient access to joining and constructing with a variety of materials. They experiment with change through mixing milk shakes and are developing their computer skills well on the new computers.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children demonstrate good control of their movements when walking, running, hopping and skipping outside. They enjoy the challenge of balancing, crawling through the tunnel and under the benches on the obstacle course. They are not able to show their skills with large climbing equipment as this is in the process of being developed. Children handle small tools and objects with growing accuracy including dough cutters and scissors.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children like to paint and draw and show good control over brushes and other materials like vegetable print blocks. Their creative work is valued and displayed including observational drawings of tomatoes. Children enjoy singing and copying the actions to songs. Children respond in an animated way to playing in 'gloop', feet painting and other similar experiences. They play extensively in the home corner, ice cream parlour and enjoy the dressing up clothes.

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

- develop planning to ensure that children, have experiences to attempt writing for a variety of purposes, access numerals to enable them to solve practical mathematical problems, access to a variety of materials for joining and construction and experiences to develop and refine their climbing skill
- develop assessment systems to ensure that information gathered informs future planning
- develop the sharing of information with parents to ensure that parents can be more involved with their children's learning.

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.