



**Office for Standards  
in Education**

## **COMBINED INSPECTION REPORT**

**URN** 650081

**DfES Number:** 511369

### **INSPECTION DETAILS**

Inspection Date	27/09/2004
Inspector Name	Julie Ann Birkett

### **SETTING DETAILS**

Day Care Type	Sessional Day Care
Setting Name	Kingsley Preschool
Setting Address	5 Austen Close Loughton Essex IG10 3TX

### **REGISTERED PROVIDER DETAILS**

Name	Mrs Jacqueline Renew
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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

Kingsley Preschool opened in 1983. It operates from two rooms within a community centre in Loughton. The group serves the local and wider areas.

There are currently 38 children from 2 years to 5 years on roll. This includes 14 funded 3 year olds and 7 funded 4 year olds. Children attend for a variety of sessions. Currently there are no children attending who have special needs.

The group opens five days a week during school term time. Sessions are from 09:30 until 12:00 each day and on Monday, Wednesday and Friday afternoon from 12:30 until 14:45 for older children and a session on Thursday afternoon from 12:30 until 14:30 for two year olds.

Six full and part time staff work with the children. Over half the staff have early years qualification to NVQ level 2 or 3 and one member of staff is currently working towards a recognised early years qualification.

### How good is the Day Care?

Kingsley Preschool provides good daycare.

There is a strong, consistent team of staff who help children settle quickly. Children are secure and happy. Staff put up children's artwork and posters each morning to provide an interesting environment. Space is used well, particularly the separate sand room. Most of the session allows for free play where children can be independent in their choices. The book corner encourages children to look at and share books and provides a restful area for the younger ones. Resources are of good quality and are set up attractively to encourage children to want to use them. Children have limited access to any additional equipment to give them further choice and supporting materials in their own play and learning. Documentation is in good order.

The premises are secure and there is a risk assessment in place to help prevent

accidents. Policies, procedures and records for when children are ill, have accidents, have special dietary requirements or allergies are maintained. Appropriate systems are in place to support children with special needs. Some verbal procedures are not available as written statements and the child protection statement lacks some detail. The registration system does not include visitors to the premises.

Staff plan and provide a range of activities and are actively involved with the children. Staff act spontaneously to children's needs and requests. Staff are interested in what the children say and do and as a consequence children are confident. The children build good relationships with staff and each other and all work together in good humour. Children respond positively to the calm staff role models and environment and their behaviour is very good.

Partnership with parents is good. Parents are provided with information about the group and are regularly updated through newsletters and the notice board. Daily communication between staff and parents is open and friendly.

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

At the last inspection the preschool were asked to devise and implement an action plan to ensure the deputy person in charge has a qualification appropriate to the post. First aid training also had to be updated and equal opportunities training accessed. Staff records were to be made available at all times. Induction, no smoking, outings policies had to be devised. The equal opportunities, complaint and child protection policies had to be updated. Consent from parents for the seeking of emergency medical advice or treatment had to be obtained. A risk assessment of the premises was to be carried out and maintained.

Since the last inspection one member of staff has obtained a NVQ level three qualification and another a level two qualification. One member of staff is currently working towards a level three. During this time equal opportunities training was accessed and the preschool policy has been updated. These staff have shared their skills and knowledge in staff meetings. First aid training has also been updated. This has ensured that staff are aware of current developments in childcare. Staff records are available at all times if a parent wishes to see them. A simple induction policy is in place to help new staff and students become aware of their responsibilities.

A no smoking policy is in place to make everyone aware not to smoke on the preschool premises. An outings procedure is in place for when outings are carried out to ensure children are safe when not on the premises. The complaint procedure has been updated so that parents are aware of what steps they can take if they want to make complaint. A formal risk assessment of the premises is carried out but ongoing informal checks are made regularly.

The child protection procedure has been updated but still does not include steps to be taken if an allegation is made against a member of staff.

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

- Interaction between staff and children is very good. Staff evidently enjoy their time and conversations with the children. They become involved in children's play for example by being the 'client' at the hairdressers having their hair done. As a consequence children are interested in their play and learning.
- The organisation of the session is mostly given over to free play where children are able to choose their activities and be independent in their play and learning. Staff support children well at these activities but also are aware of when to let children develop their own ideas and games.
- The provision of a designated sand room has a good effect on the children's learning on a daily basis. Children have space to use and explore the sand and accompanying equipment. They learn how to share, take turns and wait. They learn to ask questions like how many, why, how and what if? They compare dry and wet, heavy and light, full and empty. They mould, design and build.

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

- provision of resources and equipment for children to access for themselves to support and extend their own play and learning
- recording of visitors to the premises
- procedures for uncollected or lost children and fire or emergency evacuation of the premises
- child protection statement.

#### **Outcome of the inspection**

Satisfactory

#### **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
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2	Ensure that a record of all visitors to the premises is kept
5	Review the provision of resources so that children have opportunities to access further equipment by themselves to support and extend their own independent play and learning
13	Update the child protection policy and procedure to include what steps are to be taken if an allegation of abuse is made against a member of staff
14	Ensure that the verbal procedures for uncollected or lost children and fire or emergency evacuation of the premises are written into statements and made available so that visitors, students, staff and parents are aware of the preschool policy

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

### How effective is the nursery education?

The provision for pre-school education at Kingsley Preschool is good. Children make very good progress in personal, social and emotional development and in communication, language and literacy and generally good progress in the other four areas of learning.

The quality of teaching is generally good. Staff provide a relaxed learning environment. They work at the children's level throughout the sessions and are involved with the children's play and learning. Staff and children enjoy talking with each other and share experiences and ideas. Staff give the children time to revisit and practice skills so that the children have an overall sound knowledge. There are separate sessions for the older children, but there is little further challenge in the activities than those provided for the younger ones. Staff plan a range of activities for the children. They make observations of the children and record their progress. However, it is not always evident what children are expected to learn from the short term planned activities and how individual children's learning will be supported or extended against the stepping stones of learning. This has resulted in some gaps in the children's opportunities for learning, particularly for the more able.

Leadership and management is generally good. Management and staff work well as a team. They meet monthly to discuss preschool issues and the children's progress. Since recent completion of professional training management and staff have identified some areas for improvement.

The partnership with parents is generally good. Parents have access to information about the setting. They are aware that staff plan the curriculum in line with the foundation stage of learning. Parents and staff exchange information about the children's progress in daily informal communication. Reports go home when the children leave.

### What is being done well?

- Staff foster positive and secure relationships with the children and talk with the children constantly. The children are articulate and confident speakers and talk freely about their experiences and ideas.
- Staff provide a range of materials and opportunities for children to develop their writing skills. Children make marks and with practice develop these skills into forming letters and writing their own names.
- The provision of imaginative role play for the three years olds is very good. They choose freely from a wide range of small and large imaginative role play equipment. They are able to relive and relate their own experiences through the home corner and play houses. They are comfortable with this play which encourages security and develops confidence and language skills.

**What needs to be improved?**

- development record systems
- curriculum planning
- provision of objects, programmable toys and technology equipment for children to explore and investigate and find out how they work
- provision of more opportunities for children to express their own creativity.

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

Generally good progress has been made in implementing the action plan drawn up to address the two key issues identified at the previous education inspection, resulting in some improvements being made to the educational programme.

More emphasis has been given in the curriculum for children to become aware of patterns in rhyme through different activities. For example staff use everyday opportunities such as "that sounds like", or in singing rhymes. Staff use special rhyme books such as the 'Cat on the mat' where children enthusiastically call out the rhyming word and then look at the initial letter that results in the change in the word. The more able children are very competent in this and their ability to link sounds and letters and understand how words are formed is good.

In the other key issue however, there has been less improvement. The children's development assessment records have been changed to a different system to show the six areas of learning. However, under each area of learning section there are few clear links to the stepping stones of learning. Without knowing clearly where the children are in relation to the stepping stones it is difficult to plan for the individual children's next steps.

Staff have acknowledged that the current record system is not easy to use and is repetitive but as yet have not developed a replacement system.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children concentrate well at activities both in small and large groups. They share and take turns and their behaviour is very good. Children try new activities with confidence. They take pride in the things they achieve such as finishing a puzzle. They show good independence skills when washing their own hands and putting on their own coats. They develop good relationships with other children and the staff. They learn about the community when working on topics such as 'where they live'.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children are confident speakers and express their ideas as they play. They listen well and respond to questions and ideas thoughtfully. They join in with songs and stories. They enjoy books and understand the structure of stories. They learn about rhyming sounds and words and letter sounds through themes, books and games. They learn to recognise their own and names of friends. They write lists and make appointments in the hairdresser's diary. They form letters correctly as they write.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children use lots of everyday opportunities to count with even younger children counting reliably to 10. The more able recognise numerals and what they mean when they count the number of birthday candles and write their ages. They explore shape and space when they use puzzles or build with bricks. They look at size and weight when they compare the sunflowers or play with the buckets of sand. There are limited opportunities for more able children to predict, estimate and solve number problems.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children explore different materials and equipment as they play with sand and collage materials. They design and build with the more able being able to follow building instruction sheets. They learn about time when they look at the seasons and babies growing up. They explore the local environment and the wider world when they learn about road safety and cover topics such as people who help us. Children have limited opportunities to look at how things work and to use simple technology equipment.



**PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Children move in different ways and directions on the obstacle course and use the equipment skilfully. They develop a good sense of space while riding on wheeled toys or when skipping around. They develop good hand eye coordination when using a wide range of tools and equipment such as threading reels, scissors and pencils. Children's learning about the effects of exercise and healthy eating is not always encouraged for example when making their own sandwiches or during outside play.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children join in with singing and remember a range of songs and rhymes. They use instruments, listen and move to music. They show good imaginative skills as they play with the dolls house, in the home corner or hairdressers. Older children make up their own detailed pretend games. They use their senses when using the feely box, food tasting and cooking. Children draw eagerly. However many of the other craft activities are adult led and children are restricted in their own individual creativity.

**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**

- Review the system for observing and recording children's development to ensure that individual children's progress can be linked to the stepping stones of learning and is used to inform the planning of their next steps.
- Improve the short term planning of activities to give equal emphasis across the six areas of learning for both inside and out of doors. Planning should include what children are expected to learn from activities and what needs to be done to support less able children and particularly extend the more able children's learning.
- Provide more opportunities for children to explore, investigate, use and find out how objects, programmable toys and technology equipment work.
- Provide more opportunities for children to express their own creativity through independent use of a range of materials and resources for example, free painting, sticking and collage.

*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.*