



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY280043

DfES Number: 545287

INSPECTION DETAILS

Inspection Date	27/01/2005
Inspector Name	Julie Neal

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Kilkhampston Pre School
Setting Address	Kilkhampston Junior & Infant School Kilkhampston Bude Cornwall EX23 9QU

REGISTERED PROVIDER DETAILS

Name	The Committee of Kilkhampston Pre School
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ORGANISATION DETAILS

Name	Kilkhampston Pre School
Address	8 North Close Kilkhampston Bude Cornwall EX23 9RQ

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

Kilkhampton Pre-school has been operating for a number of years, and in 2004 moved to their own premises in the grounds of Kilkhampton Primary School. The building is single-storey with a large main playroom, a smaller room for quiet activities, toilets and a kitchen. There is also an outside play area which is to be enclosed with a fence and a secure gate. The pre-school is managed by a voluntary committee, and serves the village of Kilkhampton and surrounding area. The group is open Monday to Friday 09:00 to 12:00, term time only. The provision is registered to provide care for 20 children aged two to under five years old. There are 19 children on the roll, 16 of which are funded three- and four-year-olds. At present they are supporting children for whom English is an additional language. There are currently no children attending with special educational needs.

There are three members of staff, one of whom has an appropriate early years qualification, and one is working towards a degree in early years education. The setting has received support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Kilkhampton Pre-school provides satisfactory care for children. The premises are welcoming and child friendly, and staff are well deployed within the setting.

Children take part in a good variety of activities that encourage learning and development in all areas. These are age appropriate and provide suitable levels of challenge for individual children. There is an extensive range of resources and these are used well to support activities. Toys and equipment are organised to be easily accessible to children, who confidently select items in their play. Staff show appropriate understanding of equal opportunities and inclusion, and generally children's needs are met well. The premises have been adapted to have good disabled access, and there is a toilet suitable for wheelchair users. However, staff acknowledge lack of experience in working with children with special needs. Staff interact well with children and behaviour is managed very well. Staff have developed

good strategies to encourage good behaviour, they are positive and encouraging and operate in a consistent manner.

Staff show a high regard for children's safety. They are vigilant at all times and there are good daily routines in place to ensure children remain safe and secure. They show appropriate understanding of child protection issues, but knowledge of area child protection procedures is poor. Children are developing knowledge and understanding of health and hygiene issues, and manage own personal care well. Snacks are suitably healthy and nutritious and are made interesting by linking them to topics and themes on occasions.

Parents are welcomed in the setting and encouraged to become involved with the pre-school. They are kept suitably informed about the provision and their children's progress, although some written information is inconsistent. Most required documentation is in place, however there are no consistent routines in place to ensure policies and procedures are reviewed and updated.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Children take part in a good variety of activities that encourage learning and development in all areas. They have access to a good range of resources, and freely self select toys and activities
- The premises are welcoming and child friendly, and space is used well to support activities. There is good disabled access.
- Staff have a high regard for safety and there are good routines in place to keep them safe and secure. Children are learning well about personal care and healthy eating.
- Staff interact well with children. Behaviour is good, and children show good understanding of ground rules and routines.
- Parents are welcomed in the setting. They are kept well informed about their children's progress and development.

What needs to be improved?

- systems to review and maintain policies and procedures
- ensuring copies of all policies and procedures are available in the setting
- staff knowledge of area child protection committee procedures
- staff knowledge of the Code of Practice for children with special educational needs
- information given to parents in the pre-school prospectus.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
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<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

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
10	Develop staff's knowledge and understanding of the Code of Practice for children with special educational needs.
12	Ensure information given to parents includes accurate information about the provision and the curriculum.
13	Develop staff's knowledge and understanding of child protection issues.
14	Ensure there is a system in place to regularly review policies and procedures, and to update where appropriate. Ensure policies and procedures required by National Standards are available in the setting.

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

How effective is the nursery education?

Kilkhampston Pre-school provides good quality nursery education. Children are making very good progress towards the early learning goals in personal social and emotional development, communication language and literacy, and in mathematical development. They are making generally good progress in knowledge and understanding of the world, in physical development, and in creative development.

Teaching of the children is generally good. Staff show good knowledge and understanding of the early learning goals. This is demonstrated by good use of informal learning opportunities, particularly in mathematics and literacy. They develop good relationships with children and know them well, and effective communication between the staff team ensures that children are generally extended or supported appropriately. Curriculum planning is generally effective and makes good links to the early learning goals. However, opportunities for participation in some areas are not consistent. Observations and assessments of children's progress are appropriate but have been recently implemented so do not yet show progression. Staff manage behaviour very well. They have high expectations of children, who respond positively.

Leadership and management is generally good. The day-to-day management is effective, and the provision for children is monitored appropriately. However, structures to identify strengths and weaknesses, such as staff training and development needs, are not in place.

Partnership with parents is generally good. They are welcomed within the setting and staff develop good relationships with them, ensuring they are kept well informed about children's progress. However, some written information provided about the provision is poor.

What is being done well?

- Children are confident and show high levels of self-esteem. They work well together, sharing and taking turns. They communicate well and are developing very good literacy skills.
- Children are developing very good mathematical skills in all areas. They benefit from good opportunities to practise these in informal and meaningful contexts.
- Staff demonstrate good knowledge of the early learning goals. The staff team communicate well and use their knowledge of the children appropriately in planning.
- Behaviour is managed very well. Children are given high levels of responsibility, and staff are calm and consistent in their manner.

What needs to be improved?
<ul style="list-style-type: none"> ● opportunities for children to develop their ICT skills in informal contexts. ● opportunities for all children to access large scale balancing and climbing equipment. ● opportunities for all children to access full range of musical activities. ● processes to formally identify and act upon strengths and weaknesses within the setting.

What has improved since the last inspection?
Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children show high levels of confidence and self esteem. They show interest and enthusiasm and are keen to participate in activities. They work well together as a group and take turns and share well. Children show understanding of expectations and ground rules and behaviour is very good. They demonstrate high levels of personal independence and manage self care with minimal adult support.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children communicate well. They interact confidently with each other and adults, and use language well to express their thoughts and ideas. They show good understanding of print having meaning and use books appropriately. They link sounds and letters very well, with more able children recognising sounds in the middle of words, and alphabet recognition is good. Children are developing good handwriting skills, and have good opportunities to write and mark make in a variety of contexts.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children are developing good mathematical skills in all areas. They count confidently and purposefully, and are developing number recognition. They are learning simple calculation well, with children showing good understanding of concepts such as 'more' and 'less'. Shape recognition is good and children demonstrate good understanding of volume and measure. They have very good opportunities to practise what they learn in everyday contexts and in meaningful activities such as cooking.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children explore confidently, and use their senses well in investigating a range of objects and materials. They design and build well using a variety of construction materials, including a range of recycled materials which the children collect and sort themselves. Children are learning about time and place, and take part in interesting activities that develop knowledge of their own and other cultures. They are learning about ICT but have insufficient opportunities to practise skills informally.

PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children move very confidently and are very well co-ordinated. They show good spatial awareness and throw, catch and kick well. They use a good variety of tools and equipment that develop hand- eye co-ordination and manipulation skills are good. They are developing awareness of their bodies and how they work and learning about personal health and hygiene. Children learn to climb and balance but opportunities to use large scale equipment are not consistent for all children.	

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children use a good range of media and materials and explore texture and dimension well in planned activities and in free play. They engage very well in imaginative role-play and make good use of resources. They have a good balance of adult led projects and child initiated activities with no pre-defined end product. Children show enjoyment of singing but not all children benefit from wider musical activities.	

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 a system of monitoring staff, using this to formally identify areas of strength and weakness. Use this to inform a training and development plan for staff.
- Ensure all children have equal access to all areas of the curriculum, with particular regard to opportunities to use large scale climbing equipment and musical activities.
- Provide opportunities for children to practise ICT skills in informal contexts.

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.