



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 206804

DfES Number: 512664

INSPECTION DETAILS

Inspection Date	20/09/2004
Inspector Name	Janet Banham

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Kinder Kids Pre-School
Setting Address	St Matthews Church Hall, Market Street Hayfield High Peak Derbyshire SK22 2EW

REGISTERED PROVIDER DETAILS

Name	The Committee of Kinder Kids Pre - School
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ORGANISATION DETAILS

Name	Kinder Kids Pre - School
Address	St Matthews Church Hall Market Street, Hayfield High Peak Derbyshire SK22 2EW

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

Kinder Kids Pre-school was registered in 1991.

It operates from the hall of St Matthews Church in the centre of the village of Hayfield and serves children from the village and surrounding area. Children attend for a variety of sessions. There are 21 children on roll, all of whom are in receipt of funding. There are no children attending who have special educational needs or English as an additional language.

The provision is open Monday to Friday during term time between 09:15 and 12:00.

The setting is managed by a voluntary committee of parents and the sessions led by two regular qualified staff supported by a duty rota parent. The provision is a member of the Pre-school Learning Alliance and is supported by a development worker from Derbyshire's Early Years Development and Childcare Partnership.

How good is the Day Care?

Kinder Kids Pre-school provides good quality care for children.

They and their parents and carers are welcomed into an inviting and stimulating environment where space and equipment are used creatively. Staff establish close relationships with the children, know them well and are able to respond to individual need. The setting practices a policy of inclusion for all children. Children behave very well. Staff act as positive role models and children respond to their clear guidance and praise. They are happy and settled and eager to learn.

An extensive range of well planned and well presented activities offer children opportunities to explore and investigate play and develop their learning skills. Safety awareness and health and hygiene practices are good ensuring the well being of the children. Particular emphasis is placed on the need for healthy eating and exercise. Procedures are comprehensive and clear.

Staff develop good relationships with parents and carers who are provided with

comprehensive information about the setting and the curriculum. Information about the children is shared on a daily basis and opportunities are given for parents to be involved in their children's learning.

The pre-school is managed to a high standard. With the exception of a child protection procedure for complaints against staff, all documentation and recording is well presented and maintained.

What has improved since the last inspection?

Following the last inspection the pre-school was asked to maintain a fire log, secure outside gates and protect the sand pit. Children's safety and well being have been enhanced through the provision of an emergency evacuation record showing practice dates and giving evaluations, and by removing the sand pit. The children no longer use any part of the churchyard for outside play provision.

What is being done well?

- The setting provides an excellent range of good quality, well planned and well presented activities for all children which stimulate their imaginations and extend all areas of learning.
- Children and families are welcomed into a warm and caring environment. The accommodation is light and bright, well equipped and decorated with examples of the children's work. Space is used creatively to allow children to move safely and confidently.
- The staff create a positive and caring atmosphere where children are praised and encouraged, are secure in their boundaries and clear of expectation. Children follow the clear guidance and instructions from the staff and respond and behave very well.
- The management of snack time as a relaxed and social occasion where children's personal skills are developed and where they enjoy a variety of nutritious food.
- Leadership of the provision is very good. Staff work well together, are secure in their roles and are able to respond to the needs of individual children. They enjoy being with the children and take every opportunity to develop play and learning.
- The creation of comfortable and happy relationships with parents and carers and the clear expectation that the setting works in full partnership with them.

What needs to be improved?

- the protection of staff by including in the child protection policy, the procedure to be followed should an allegation be made against them.

Outcome of the inspection

Good

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
13	Ensure the Child Protection policy includes a statement on the procedure to be followed should a complaint be made against a member of staff.

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

How effective is the nursery education?

The provision is acceptable and is of high quality. Children are making very good progress towards the Early Learning Goals. Children are happy and confident and enjoy learning through a stimulating and varied range of activities.

The quality of the teaching is very good. Staff have secure knowledge and understanding of the early learning goals in all six areas. Planning is used effectively to inform future teaching. Staff know the children well and are skilled in questioning which challenges and extends thinking. Communication and confidence are developed by high levels of interaction between the staff and the children. Children are taught individually or in small groups to ensure their individual needs for learning are met sensitively through appropriate challenges. Children's behaviour is very well managed. The pre-school is widely resourced and staff use the local environment to extend knowledge. Space, time and resources are used to good effect allowing children to explore and create freely. Staff continuously aim to extend and develop all areas of learning through planned and spontaneous play.

The leadership and management of the provision is very good. Confident leadership ensures good early years practice is shared and areas for future development are identified. Training for staff is valued and encouraged.

The partnership with parents and carers is very good. Staff and parents share information about the children on a daily basis. Carers receive comprehensive information about the setting and the curriculum. Evaluative assessment of their children's progress is available and discussed at the end of each term but files are readily available at all times.

What is being done well?

- The quality of the teaching reflecting the staff's sound knowledge and understanding of the curriculum and the assessment process enabling them to skilfully question and communicate with the children, ensuring learning and knowledge is extended and challenged.
- Management of the session and attention to detail in the preparation of activities, ensuring children learn with purpose and fun.
- The promotion of children's personal and social development enhancing their confidence and sense of belonging.
- The provision of an innovative range of physical equipment and activities which develop children's motor skills and health awareness.
- The clear expectation that the pre-school works in partnership with parents and carers, the welcome given to families and quality of information afforded to them.

What needs to be improved?
<ul style="list-style-type: none">● opportunities for children to recognise their name.

What has improved since the last inspection?
Progress since the last inspection is very good. The point for development raised concerned the inclusion of younger children in the full assessment process. The pre-school has been comprehensively assessing all children since that time.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are confident and separate happily from their carers. They are eager to learn, and join in both independent and focussed play. Behaviour is very good. Children are encouraged to care for each other, to share and be respectful of adults and peers. They contribute well to group activities, sit and listen attentively and respond well to instruction. They are given opportunities to develop independence both in thought and in practical ways. They are secure and happy in the setting.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children are confident communicators. They use and understand a wide range of vocabulary. They listen and respond well, suggest rhyming alternatives and confidently link sounds to words. There are numerous opportunities for children to write and make marks using various materials. They use books well and understand the pattern of reading. They enjoy and contribute in story time. However, they do not have sufficient or regular opportunities to use their name cards.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Continual opportunities to consolidate learning of number, shape and size. Children and staff spontaneously use mathematical language of position, size and quantity in everyday situations. Children are aware of pattern and are beginning to use simple calculation both in play and when singing. Simple problems are solved in construction activities. Children count confidently with more able children understanding the concept of sorting and grouping objects by number.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children have a good sense of time and place and understand their locality. Most children use reflection and prediction skills. They learn how things grow and change as they explore the natural world and learn about themselves. They enjoy a good range of communication and technical equipment both for individual use and in role play. Multi cultural experiences are an integral part of planning and a variety of activities are routinely presented.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Good use is made of a range of imaginative equipment for use indoors enabling children to develop multi physical skills. Dance and musical movement is regularly included. Children move safely and with control around each other and the equipment demonstrating a good sense of space. They are co-ordinated and move with care when carrying plates and mugs. Children develop hygiene awareness routinely and understand the importance of healthy eating. Tools and objects are handled with confidence.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are able to create and express themselves using a broad range of craft, design, role play and fantasy materials and equipment. Construction and building is offered routinely. They have a good sense of colour. Singing, instruments and music feature prominently in the sessions. A variety of music is used to enhance activities and festivals. Drama is included in the curriculum.

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 key issues but one point for consideration:
- provide more opportunities for children to recognise their name.

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.