



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 226425

DfES Number: 581884

### INSPECTION DETAILS

Inspection Date	22/09/2003
Inspector Name	Kerry Durkin

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Kirkby Mallory Pre-School Playgroup
Setting Address	The Old School Room Church Road Kirkby Mallory Leicestershire LE9 7QE

### REGISTERED PROVIDER DETAILS

Name	Kirkby Mallory Pre-School Playgroup 1024426
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### ORGANISATION DETAILS

Name	Kirkby Mallory Pre-School Playgroup
Address	The Old School Rooms Church Road Kirkby Mallory Leicestershire LE9 7QE

## 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

Kirkby Mallory Pre School Playgroup opened in September 1998. It operates from an old school building and consists of a main room, a smaller room used as a cloakroom and a kitchen. It is based in Kirkby Mallory village and is attached to a cottage which is not used by the pre school. There is an enclosed area at the rear of the building used for outside play.

There are currently 28 children from 2 to 3 years on roll. This includes 23 funded three year olds at present there are no funded 4 year olds attending the pre school. Children attend for a variety of sessions. The setting supports children with special needs, and children who speak English as an additional language.

The group opens five days a week during term time. Sessions are from 9.15am until 12pm.

Four full time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3 and other staff are currently working towards a recognised early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

Kirkby Mallory pre school provides satisfactory care for children.

The pre school provides a welcoming, warm environment where children are happy and settled. Staff work as a team and are part of an induction programme all key staff have childcare qualifications and are involved in training programmes such as anti bias training and special educational needs. Staff organise resources well and there is a good balance and selection of toys and equipment. There are clear routines in place however these do not always sustain children's interest.

The pre school understands about the importance of safety but procedures are not always consistent. There is a strong emphasis of equal opportunities throughout the

nursery and children are encouraged to join in all activities. Children are involved in a wide variety of activities and have opportunities to choose equipment and resources both inside and out. Positive behaviour is encouraged and children behave well however sometimes staff do not always use praise and encouragement consistently.

There is a strong partnership with parents and carers and information is shared at the end of the session. There are procedures and records in place although these sometimes lack the necessary detail.

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

At the last inspection the pre school agreed to ensure any recommendations made by the fire officer were met and they were to conduct a risk assessment these have been completed although the risk assessment is still being conducted. Also to ensure half the staff have a level 2 qualification the staff have now completed level 2. Records regarding written permission for outings; seeking emergency medical advice/treatment; attendance records; procedures for contacting parents if a child is ill are all in place. A guard has been fitted to the heater and paints and hazards are stored in the shed. The complaints procedure is now in place and the behaviour statement has been updated.

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

- The staff provide a stimulating environment where children are happy and motivated to learn.
- Staff are interested in what children do and say and respond to children's requests.
- Staff provide a good range of resources and children are able to access them freely.
- Staff encourage good behaviour children behave well and know how to share.

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

- improve the policies and procedures for child protection;
- the procedures for outings;
- the medication and incident records.

#### **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
2	ensure there are procedures in place in the event of a lost child.
7	keep a written record, signed by parents, of medicines given to children
11	devise and implement a system to record any incident of physical restraint
13	revise the child protection statement to ensure it complies with the procedures to be followed in the booklet 'What To Do If You Are Worried A child Is Being Abused'

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

### How effective is the nursery education?

The nursery offers good quality nursery education where children are generally making good progress towards the early learning goals in all areas of learning.

Teaching and learning is generally good, though there are some areas of weakness. Planning of the curriculum is progressing however, there are some gaps in some areas of learning and some staff do not have a full understanding of the early learning goals. Children are interested in their activities and are relaxed and confident in their dealings with others. Staff work directly with the children at most times, helping them feel secure, behave well and understand what is expected of them. However, short term planning does not effectively use assessment of children's progress to meet their individual needs. Some daily routines do not effectively support children's learning.

The leadership and management of the playgroup is generally good. Roles of committee and staff are clearly identified and there are systems in place to ensure relevant information is shared. There is an induction programme in place and an appraisal system is being developed. However, the effectiveness of the nursery education programme is not yet adequately monitored.

The partnership with parents is generally good. Parents receive useful information about the playgroup through, booklets, notice board and newsletters and home visits are being introduced. Parents are informed verbally about their child's achievements and are encouraged to share what they know about their child. However, there are few opportunities for parents to be involved in their children's learning.

### What is being done well?

- Staff help children develop secure relationships within the group. Children are confident and happy in their approaches to each other and in their play.
- Children are well behaved, staff emphasis the need to be kind and children show care and concern for others.
- Children are interested and involved in their activities and show an understanding of what is expected of them.

### What needs to be improved?

- the opportunities for parents to become more involved in their children's learning;
- the knowledge and understanding of some staff of the Early Learning Goals;
- effective use of observation and assessment to identify children's learning needs;

- organisation of the session to ensure effective use of time and resources.

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

This is the first inspection of nursery education provision

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are excited and motivated to learn through their play and activities and are confident and relaxed in their dealings with others. They are well behaved share and take turns and show consideration for others. Some daily routines such as snack time and registration are not used to best effect to help children develop their independence and concentration skills.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children's spoken language is developing well. They engage in purposeful conversations and listen and respond appropriately. Children handle books with care they enjoy stories and know that written words have meaning. Children are confident to speak in group situations and talk to people other than those known to them. Children use mark making materials in role play although they are not able to extend this to other practical activities.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Various practical activities help children to learn about shape, space and measurement. Most children are able to count and recognise numbers to nine. However, children's developing understanding of simple calculations are not used consistently in all activities. Children know the names of shapes and are able to match and recreate patterns. They use mathematical language to describe position and size. They weigh ingredients for cooking and record their height on charts.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children explore and investigate materials through a range of practical activities. They design and build and use construction with a purpose. Children are curious about why things happen and notice change however, they are not sufficiently challenged in their thinking of how things work. They learn about everyday technology and are confident in using technological equipment.

### PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move confidently and with increasing control and co-ordination. Their physical skills are developing as they run, hop, skip and catch. Children handle tools with care and safety and are beginning to use pens and pencils with control. Children have a sense of space during the use of large physical equipment but rarely have opportunities to engage in music and movement sessions. Children are able to recognise the importance of staying healthy and the effect of bodily changes.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children experience a variety of media and materials they enjoy using sensory play such as water, rice, peat and pasta and are able to describe their feelings. Children use their imagination well in familiar role play situations and use available resources to support their play. Children can sing songs from memory and play musical instruments however, they do not take part in enough activities to explore rhythm and movement to music and to explore mixing colours.	

**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 organisation of the session to make sure time is used to good effect to support children's learning
- Provide opportunities for parents to become involved in their children's learning
- Ensure all staff have a knowledge and understanding of the Early Learning Goals
- Develop the use of observations to assess and plan the next steps in 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.*