



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 105988

DfES Number: 516651

INSPECTION DETAILS

Inspection Date 08/09/2004
Inspector Name Janet Armstrong

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Kilmington Pre-School at Village Hall
Setting Address The Village Hall
Kilmington
AXMINSTER
Devon
EX13 7RG

REGISTERED PROVIDER DETAILS

Name Kilmington Pre-School 1027578

ORGANISATION DETAILS

Name Kilmington Pre-School
Address The Village Hall
Kilmington
Axminster
Devon
EX13 7RG

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

Kilminster Preschool has been established for approximately 22 years and operates from the village hall, set in the rural village of Kilminster, near to Axminster. The preschool is run by a committee of parent volunteers and are registered to provide sessional care for 26 children aged three to under five years of age.

The group is open Monday, Wednesday, Thursday and Friday, term time only, from 09.15 to 11.45. The preschool serves the local community and neighbouring villages and places are offered to children who come from a range of different backgrounds. The preschool is in receipt of the government funding for three and four-year-olds. There are currently 15 children on the register, of whom 11 three-year-olds and 4 four-year-olds receive funding. None of the children who currently attend the preschool have special educational needs or English as an additional language.

The accommodation consists of a main hall which is divided to provide separate areas for play. Toilet facilities are accessed through the foyer. Included in the registration is a secure, outdoor play area that is laid to grass and tarmac. Kitchen facilities are available to staff.

The preschool employs a qualified play leader who holds the NVQ III and two unqualified assistants, of whom both are currently undertaking NVQ level II or III in child care and education.

Support and curriculum advice is sought from the Preschool Learning Alliance, Advisory Teacher and Early Years Partnership.

How good is the Day Care?

Kilminster Preschool provides satisfactory care for children aged three to five years. Organisation of the premises is good. The hall is well-maintained and staff make positive use of the space to encourage children to become involved in a range of activities. Staff provide the children with good levels of support in their free play. However, some staff do not always work effectively as a team in some large group

situations, such as story time, which limits the support offered to children at these times. The written policies and procedures in place are a strength to the setting. They are clear and informative. However, there is no written policy and procedure for the administration of medication.

Staff show an appropriate awareness and understanding of safety issues within the premises and on outings to ensure children are safe. There are thorough procedures in place for emergency evacuation of the premises. Staff follow effective procedures to reduce the risk of spread of infection and provide a hygienic environment.

However, routines to encourage the children's positive hand washing practices are not always effective, as not all children wash their hands after using toilet facilities or before snack time. A very good balance of nutritious snacks is provided. Staff are aware of any individual dietary needs, although systems to support this are not effective for ensuring staff are clear on what action to take in an emergency. Staff have a good awareness and understanding of child protection issues.

Children are involved in a good range of interesting activities. They have formed positive relationships with staff. Good use is made of the session time and play provision to support the children in their choices. Staff manage children's behaviour effectively.

Good relationships have been developed with parents, who value the daily sharing of information. However, there is no regular system in place for sharing children's records of development.

What has improved since the last inspection?

Very good progress has been made in addressing the actions raised at the last inspection. At that inspection the provider agreed to ensure that staff and parents are aware of the procedures to be followed in the event of a child being lost or uncollected, to improve access to the premises ensuring that children are not able to leave unsupervised and that a record is kept of visitors, to produce clearly defined procedures for emergency evacuation of the premises, ensure the water temperature in wash basins does not pose a safety hazard, ensure all medicines are inaccessible to children, obtain written parental permission for each child to seek emergency advice or treatment, to make fresh drinking water available to children and ensure all staff are aware of the correct child protection procedures to follow.

A policy and procedure has been developed and shared with parents and staff in the event of a child being lost or uncollected. A bolt has been fitted to the main entrance to provide a secure environment. Staff greet parents and visitors at the beginning and end of each session and visitors are asked to record details of their visit. There are new procedures in place for emergency evacuation of the premises, of which staff are clear on, and are practiced regularly. Staff supervise the children's hand washing in the ladies toilet facilities to ensure they do not use the hot water unsupervised. All medicines are now safely stored in a high cupboard. Written parental permission to seek emergency advice and treatment is now obtained on the registration forms. Fresh drinking water is available for children to help themselves

to throughout the session. All staff have attended training and have a clear understanding and awareness of child protection issues and what action to take should they have a concern.

What is being done well?

- Good use is made of the bright, clean premises that is in a good state of repair. Space has been used effectively by staff to provide separate areas for play and learning.
- Effective systems are in place for ensuring staff and children are confident and clear on the correct procedures to follow for emergency evacuation of the premises. Fire drills are practiced regularly every half term and systems ensure that all staff and children are included.
- Staff manage children's behaviour effectively. They are positive role models and provide the children with consistent boundaries and clear explanations of what is expected and why.
- Staff have a good awareness and understanding of child protection issues. They are clear of the signs and symptoms to look out for and what action to take should they have a concern.
- Written policies and procedures in place are clear and thorough, effectively detailing expectations and practices that are followed by the setting.

What needs to be improved?

- staff effectiveness in some large group situations to ensure children are sufficiently supported
- written policy and procedures for the administration of medication
- the systems to inform staff of how to effectively manage children's individual dietary needs
- the systems for sharing children's written records of development with parents.

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 must take the following actions by the date shown		
Std	Action	Date
7	Devise and share with staff, a written policy and procedures for the administration of medication.	24/09/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection	
Std	Recommendation
8	Ensure that systems are effective to fully inform staff of how to manage children's individual dietary needs.
12	Develop systems for sharing children's written individual records of development with parents.
2	Ensure that all staff work together effectively to provide children with sufficient support in large group situations.

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

How effective is the nursery education?

Kilmington Preschool provides good nursery education with children making generally good progress in all areas of learning, especially personal, social and emotional development where progress is very good.

Quality of teaching is generally good. Staff have a mixed understanding of the early learning goals and steps within them. Planning clearly shows the areas of learning and what they want children to learn, but not how they link to activities or can be modified to accommodate different children's needs. Staff support the children's personal and social skills well. They use clear questioning and instructions. However, opportunities for children's development in some areas is limited. Staff generally support children well in a range of situations, such as 1:1, free play and small groups. However, not all staff work well together as a team in some large group situations. There is no co-ordinator for special educational needs to support staff, parents and children should any concerns be identified. Systems for assessing individual children's progress are inconsistently completed by different key workers and are not effectively used to plan the next steps of learning.

Leadership and management is generally good. The committee and play leader are clear on their respective roles and responsibilities. Staff receive good support and encouragement to attend regular training courses. Systems to monitor the setting and staff's strengths and weaknesses and the nursery education provided are not effective to ensure that parents, children and staff needs are fully met.

Partnership with parents is generally good. Parents are kept well informed about the setting and its nursery education through an informative welcome pack, copy of the policies and procedures and regular newsletters. Parents value the verbal exchanges of information on a daily basis. However, there is no regular system for sharing children's individual records of progress with parents.

What is being done well?

- Children have very good self-confidence and enter the session with little or no support from their parent to find an activity of their choice. They speak confidently in large group situations and with visitors, sharing their thoughts and experiences.
- Children enjoy regular use of books throughout the sessions on their own and in large group situations. They understand that print carries meaning and know the correct way to use books, left to right and the right way up. They are able to retell familiar stories using the pictures and can anticipate what will happen next.
- Children have regular opportunities to use a range of tools and materials in structured activities. They have developed good hand-eye co-ordination and

fine motor skills through regular use of activities, such as tap-a-hammer, playdoh, scissors and threading.

- Children use their imagination well and are developing good rhythm through music and movement and familiar rhymes and songs to sing along, act out and move in time to taped music.

What needs to be improved?

- opportunities for children to practice forming recognisable letters to write their own names and practice pencil control in meaningful situations, to solve simple number problems through everyday routines and activities and have access to modern day technology
- the identification of a co-ordinator for special educational needs to ensure that the group are able to meet the individual needs of all children
- the assessment systems to ensure consistency amongst staff and the use of these records to plan the next steps in learning for children.

What has improved since the last inspection?

Generally good progress has been made in addressing the three key issues raised at the last inspection. At that inspection the provider agreed to: develop planning to show what children are expected to learn from the activities provided, how they can be modified for children who learn at different rates and how the early learning goals will be met over a period of time; develop the assessment records to identify children's progress towards the early learning goals, use such records to identify individual learning needs, with targets set for achievement and use this information during the planning process and ensure that all staff are familiar with the Code of Practice for Special Educational Needs and put procedures in place for staff to follow should they have any concerns about children's progress.

The new play leader who took over at the beginning of the year has developed a new planning system. These now clearly identify what they want children to learn over a period of time. However, they do not show how activities can be modified for children who learn at different rates.

A new system for recording children's progress has been developed. This systems allows the key workers to clearly identify individual children's progress. However, not all staff are recording children's achievements regularly, which means there are inconsistent records held for different children. The current system does not allow staff to identify the next steps and targets to support the children's development, not are they used in the planning process.

All staff are now aware of the Code of Practice for Special Educational Needs and have a basic understanding of the procedures to follow should they identify a concern. However, there is no co-ordinator within the setting to guide and advise staff or liaise with parents and other professionals.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children have very good confidence and leave their carer with ease to find an activity of their choice. They are starting to share experiences and speak in some large group situations. Children's behaviour is developing. They are learning right from wrong and why. Good relationships are forming with staff and new peers at the setting. Children's personal independence is developing. They are learning to take care of their own needs, such as toileting, hand washing and dressing.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's communication skills are developing. They express their needs and feelings through body gestures but increasingly use language to share thoughts and ideas clearly through conversation. Children enjoy books and retell familiar stories. They have access to mark making materials. However, they are not developing pencil control skills in meaningful situations and are not sufficiently encouraged to practise forming recognisable letters to start labelling their own work.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children learn to count up to ten and beyond through regular routines and activities, such as identifying the number of children present. They have a good introduction to shape, size and comparison through a range of activities to identify long/short/medium, fat/ thin etc. Children are appropriately introduced to simple number problem solving through planned activities later in the year. However, they are not sufficiently introduced through everyday routines and activities, such as snack time.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children explore and investigate through a range of activities to look at their local environment and the natural world in which they live, such as the topic of mini beasts and taking local walks. They are appropriately introduced to their own and other cultures, beliefs and celebrations through play provision and themes. Children design and build using a range of different techniques and materials, such as puzzles and bricks. They are not appropriately introduced to modern day technology.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move with confidence and control in their environment, both indoors and out, avoiding furniture and others at play. They use large scale and small equipment with developing co-ordination to climb, jump, balance, pedal, catch and throw. They use a range of tools and materials in structured activities purposefully with good hand-eye co-ordination. Children do not always have sufficient opportunities to move spontaneously or with freedom to develop their own physical activities and games.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children use their imagination well in role-play to act out imagined and familiar situations, using a good range of resources to support them. They enjoy music and movement and familiar rhymes and songs. Children explore colour, texture, shape and form through a range of adult initiated or structured activities, such as playdoh, free painting and cutting and sticking. There are inconsistent opportunities for them to access resources to initiate their own art and design and express themselves.

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

- provide opportunities for children to practice pencil control and to begin to form recognisable letters to write their own names, solve simple number problems through regular activities and daily routines and use modern day technology
- identify a co-ordinator for special educational needs who is appropriately trained and able to inform and guide staff and liaise with parents and other professionals in supporting children with special educational needs in the setting
- develop the assessment systems to ensure consistency amongst staff and to develop the use of these to plan for the next steps in 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.