



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 254656

DfES Number: 530217

### INSPECTION DETAILS

Inspection Date 23/02/2005  
Inspector Name Anne Walker

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Kiddy Winks Pre-School  
Setting Address Sneinton Dale Community Centre  
312 Sneinton Dale  
Nottingham  
NG3 7DN

### REGISTERED PROVIDER DETAILS

Name The Committee of Banca Under 5's Playgroup

### ORGANISATION DETAILS

Name Banca Under 5's Playgroup  
Address Bakersfield Community Centre, Sneinton Dale  
Nottingham  
Nottinghamshire  
NG3 7DN

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public 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

Kiddy Winks Pre-School opened in 1992 and operates from a large playroom within a Community Centre. It is situated in the residential area of Bakersfield/Sneinton, which is close to the city centre of Nottingham. A maximum of 26 may attend the pre-school at any one time. The setting is open weekdays Monday to Friday 09-05 to 11-35 and Monday, Wednesday and Friday 12-20 to 14-50, during school term time. A lunch club operates each day after or between sessions. Staff take and collect children from Jesse Boot and Greenwood schools to provide wrap around care service for families. In addition to the playroom the children have access to a hall within the centre and a secure enclosed outdoor play area.

There are currently 20 children on roll. Of these 4 children receive funding for nursery education. The pre-school serves the local community and many children live locally. They currently support children who speak English as an additional language.

The pre-school employs 3 staff of whom 2 hold appropriate early years qualifications. There are 2 other staff employed to run the lunch club and act as relief staff where necessary; both of these staff are working towards an appropriate early years qualification. The setting are members of the Pre-School Learning Alliance. They receive support from a teacher/mentor from the Early Years Development and Childcare Partnership.

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

### How effective is the nursery education?

Kiddy-Winks Pre-School provides good quality nursery education overall, which enables children to make generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff have a good knowledge of children's individual needs and use this effectively to help children feel secure and ready to learn. All staff have a sound knowledge of the early learning goals and plan an interesting range of purposeful activities. They regularly observe and record children's progress but do not note how they will build on what children can do. This impacts when planning future activities, as it relies too heavily in retaining what they hope to achieve with children, in their heads.

The staff are good role models and guide children so they understand the benefits of sharing and playing cooperatively. As a result the children are well behaved and able to benefit from what the setting has to offer. They have satisfactory strategies to support children with special needs and for whom English is an additional language.

The leadership and management is generally good. The manager fosters a team approach and values and uses individual staff's skills. There is a commitment to improving education for all children. Funds have been accessed which have improved the environment and extended the resources for children. The manager and her team work together to identify and access training. As yet the system for monitoring and evaluating the provision for nursery education is not fully implemented.

The partnership with parents is generally good. Play plans are displayed for their information. There are regular opportunities for exchanging information. Parents bring their skills to the group and can influence the pre-school by being on the committee. They have not yet fully developed parent's opportunities to share what they know or to support their child's learning at home.

### What is being done well?

- The staff create a bright and stimulating environment for children. They organise play resources so that they are accessible, which fosters children's independence within the pre-school environment. They organisation of the play provides opportunities for children to practice and consolidate newly acquired skills in a variety of ways. This demonstrates a good understanding of how young children learn. Consequently, the children are motivated and eager to participate and learn.
- Children engage in a wide variety of activities that promote their hand/eye coordination. They are developing good skills in using tools, such as scissors and brushes and can fit pieces together to build with construction materials. Older children have good pencil control.

- The children are imaginative, they use the good resources for role and small world play to support and develop their ideas. They play purposefully and sustain involvement at these activities for good periods.
- Through well planned, practical activities children have a good awareness of their own customs and the cultures and beliefs of others.

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

- the assessment records so that children's next steps in learning are clearly identified and build on what they know and can do
- the partnership with parents, to extend their contribution to the development records and the ways they can work co-operatively with the pre-school to support their children's learning at home.

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

The setting has made generally good progress since the last inspection. Their current system to record children's progress gives clear commentary about what the children have achieved during the previous term. The statements are linked to the stepping stones and are supported by regular, dated observations. This system has only recently been established and is not yet fully linked to their planning. It has taken staff quite some time to find a method that they feel confident with and find practical to use. The system they are using now, does not identify how they will build on what children know and can do.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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The children settle into the session well. They are confident in their surroundings and move between activities, playing in a purposeful way. All children understand the boundaries set for them and are able to take turns and share. Through interesting activities the children have a developing awareness of other cultures. Their self-care skills are fostered so that children put aprons on and off and attempt fastenings. However, older children are not always challenged to do more.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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There are good opportunities for children to use brushes, crayons, chalk and pencils and children make good use of these. Four-year-olds have good pencil control and form recognisable letters as they write their names. They understand that print carries meaning and recognise familiar words, however they don't often access books independently. Adults talk with children so that they use language to communicate their needs. Older children listen to simple instructions and are able to follow them.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children count confidently to find out information, for example, how many ducks have been collected in a game. Staff introduce concepts of more and less so that as they play they know if they add one more flower pot how many it will make. Occasionally, intended challenges for older children are not carried out. Through a variety of practical activities, such as measuring their height and baking, children are developing an understanding of mathematical concepts such as size, weight and capacity.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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The children show a keen interest in computer technology. Older children can use the mouse and complete simple programmes. They grow seeds to learn about the natural world. Through a range of outings they develop awareness of their local environment and understand the community in which they live. Staff plan interesting activities such as 'about me boxes' to develop children's awareness of themselves and events in their lives. Opportunities to investigate the snow were not fully used.

<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Generally Good
Children have good hand/eye coordination and they practice and develop their skills while filling flower pots with peat, using the mouse on the computer or any of the mark making equipment. They have an awareness of some healthy practices, for example, the relevance of hand washing for their well being. They are active in the outdoor area and uses scooters and bikes confidently; although suitable challenges for older children using large equipment are not clear.	

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Generally Good
Children name colours and use them to create their own pictures and designs. They explore what happens as they mix colours. They enjoy role play and sustain good levels of involvement. Resources are used by the children to develop their ideas, for example, they dress up to create a role. They work alongside their peers and older children are beginning to play co-operatively. Children show less involvement in singing together, although the timing of this part of the session impacts on this.	

<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>
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### **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**

- extend the assessment records so that children's next steps in learning are clearly identified and build on what individual children know and can do
- develop the partnership with parents, to extend their contribution to the development records and ways they can work cooperatively with the pre-school to support their children's learning at home.

*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.*