



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 257907

DfES Number: 500318

INSPECTION DETAILS

Inspection Date	07/07/2004
Inspector Name	Sally Ann Hubbard

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Kings Park Pre-School
Setting Address	King's Park School King's Park DEREHAM Norfolk NR19 2AH

REGISTERED PROVIDER DETAILS

Name	The Committee of Kings Park Pre-School
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ORGANISATION DETAILS

Name	Kings Park Pre-School
Address	King's Park School King's Park Dereham Norfolk NR19 2AH

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

Kings Park Pre-school opened in 1980. It operates from a static building on the Kings Park School site. The building comprises one main playroom, a cloakroom and kitchen. It opens onto a fully enclosed outdoor play area. The area is mainly residential properties and is situated just a few minutes walk from the town centre of Dereham. Kings Park Pre-school serves the local area.

There are currently 67 children from two to five years on roll. This includes 30 funded three year olds and 13 funded four year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs and none who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:00 until 11:30 and from 12:40 until 15:10.

Four full-time, and one part-time, members of staff work with the children.

All staff have early years qualifications to NVQ level 2 or 3 or equivalent. One staff member is currently working towards a higher-level early years qualification.

The setting receives support from a teacher from the Early Years Development and Child Care partnership (EYDCP).

How good is the Day Care?

Kings Park Pre-school provides good quality care for children aged two to five years.

The pre-school ensures adults are suitable to work with children and all staff hold relevant qualifications. Staff organise the sessions well enabling them to meet children's needs effectively. They ensure the premises are safe and make the environment very welcoming. The pre-school has sufficient furniture, toys and equipment, which are accessible to children. However, they need to further develop resources that promote equality of opportunity and review their equal opportunities policy with regard to current legislation. All records, which promote the efficient and

safe management of the group, are kept securely.

Staff have a very good awareness of safety issues, maintain high ratios and children are well-supervised. Staff implement good hygiene procedures and take appropriate measures when children are ill. Children have access to regular drinks, are provided with healthy snacks and staff are aware of any special dietary requirements. Staff have procedures to implement if they suspect a child in their care is being abused and are updating the information they have for child protection referrals.

Staff plan, and provide, a stimulating range and balance of activities, which help children make progress in all areas. They sit with children, show interest in activities and give praise and encouragement. Staff have a good awareness of children's individual needs and treat them accordingly.

The pre-school has policies detailing how they will meet the needs of children with special educational needs, including those who are gifted. Staff provide very good role models for children's behaviour; they are calm and manage behaviour positively.

Partnership with parents is very good. They can share information daily with staff and give very positive comments about the pre-school. Parents make up the management committee responsible for running the pre-school.

What has improved since the last inspection?

At the last inspection there was just one action for the pre-school to complete. This was to update the complaints procedure to include the name and address of the regulator. The procedure has been updated in line with this action.

What is being done well?

- Staff prepare, and provide, a good range of stimulating and exciting activities. Children enjoy their play and the activities enable them to make good progress in all areas of learning.
- The staff have appropriate procedures in place for meeting the needs of any children with SEN. They ensure that all children are able to participate in the activities available.
- Staff provide positive role models for children's behaviour. They are calm and relaxed and give children praise and encouragement. Staff and children relate well to each other. Children are well-settled, happy, confident and behave well.
- Records and documentation is well-organised and kept securely on the premises.
- There are very good partnerships in place with parents and carers who give positive feedback about the care and education their children receive. They form the management committee responsible for running the pre-school.

What needs to be improved?

- the policy for equality of opportunity with regard to current legislation
- the resources reflecting equality of opportunity.

Outcome of the inspection

Good

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
5	Further develop resources that promote equality of opportunity.
9	Review and develop the policy for equal opportunities giving regard to current legislation.

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

How effective is the nursery education?

The provision for nursery education at Kings Park Pre-school is acceptable and of good quality. It enables children to make very good progress towards the early learning goals in personal, social and emotional and creative development and generally good progress in all other areas of learning.

The quality of teaching is generally good. Staff have a good knowledge and understanding of the foundation stage. Detailed plans are in place to cover all six areas of learning, however, they do not clearly show how a balance across the stepping-stones is achieved. Staff know individual children well and have very good relationships with them. They provide positive role models and ensure children know what is expected of them, clearly reinforcing boundaries. Staff make very good use of the indoor and outdoor area, although there is not enough planning for outdoor activities. Staff complete assessments of children and, as they develop these, will use them to inform future planning.

Leadership and management is very good. The pre-school has a strong management committee in place who are committed to improving the care and education provided for children. Staff work very well together as a team and have very clear roles and responsibilities enabling the sessions to run smoothly. Staff and committee meet together on a regular basis to monitor the provision and any progress made.

Partnership with parents is very good. They are provided with detailed information about the pre-school in the prospectus which gives clear information about the curriculum, and the process for parents to look at children's records, and discuss their progress towards the early learning goals. Parents are encouraged to share information, and have opportunities to do this informally on a daily basis, and also have a parents evening to review their child's records. They contribute to their children's learning by bringing in items corresponding to current themes and topics and sharing books at home.

What is being done well?

- Children make very good progress in personal, social and emotional development. Staff provide a warm and welcoming environment enabling children to settle well into the pre-school and feel secure.
- Staff work very well together as a team enabling sessions to run smoothly. They are calm, quietly spoken and provide good role models for children's behaviour.
- The pre-school have very good partnerships in place with parents, who have opportunities to share information on a daily basis and are very happy with the care and education provided. They are kept well-informed of children's

progress and can contribute to their learning.

- Leadership and management is strong and they show a clear commitment to improving the care and education they provide.

What needs to be improved?

- the planning to ensure a balance across all stepping-stones
- the opportunities in communication, language and literacy for children to link sounds and letters
- the opportunities in knowledge and understanding of the world for children to learn about change over time and learn about the cultures, needs and beliefs of others
- the examples of print in the environment
- the planning for outdoor play.

What has improved since the last inspection?

At the last inspection the pre-school had two key issues to address, they were as follows;

Key issue 1, ensure that weekly plans are more detailed by planning under all six areas of learning and associating activities to the desirable learning outcomes, giving greater priority to mathematics particularly in the pre-school sessions.

The planning has been developed considerably and is very detailed, clear and covers all six areas of learning. The pre-school have been helped and advised by a teacher from the early years and childcare development partnership.

Key issue 2, provide more opportunities for children to practise writing their names.

The pre-school have provided writing material in role-play areas and children are encouraged to label their own work. Children have been provided with different writing tools, for example, a variety of different pens and brushes.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children arrive confidently and are eager to contribute at circle time. They patiently wait their turn to speak, freely sharing information from home. They are well-settled, interested in available activities, listen to others and concentrate well during activities. They share, take turns and select and return equipment. Children behave very well, show care, respect, are polite and well-mannered. They have good personal independence skills. They celebrate Christian festivals.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children communicate well with their adults and peers. They sit and listen well to others at news time and during group stories. Children begin to link sounds and letters but opportunities are not sufficient. There are some examples of print in the environment, but these could be further developed. Children access a good range of well-displayed books. They have mark-making equipment to use in their every day play. Some children can write their names using recognisable, correctly formed, letters.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are encouraged to count through a variety of daily activities such as at registration time. They confidently count to 10 and can refer to number labels. They learn about simple calculations, understand more and less than and this is reinforced through practical opportunities, such as number rhymes and dough pieces. Children know, and name, simple shapes and have pictures of them displayed. Plans show they have discussed size and they make good comparisons of height with duplo models.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have opportunities to explore and investigate different objects and materials. They look at the local environment through planned activities and topics, such as the nature theme. They study daily weather changes and gain a sense of time learning days of the week and discussing future events, like sports day. Children have good opportunities to learn about, and use, ICT. They have some, but not sufficient, opportunities to learn about change over time or about other cultures and beliefs.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move around with confidence showing good control and co-ordination, managing to avoid obstacles, for example, using ride-on toys outside and indoors building models on the carpet. They have a variety of opportunities to use different equipment, small and large. Children learn about health and bodily awareness. They use small equipment well, such as scissors, and holding pencils and brushes. They are beginning to use the language of manipulation, such as squeeze and squash with dough.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children explore colour, texture and shape with a variety of activities, such as sand, paint and construction, using descriptive language. They have opportunities to sing songs and plans show they have opportunities to move to music and play instruments. Children use their imaginations well in a wide variety of play situations, very good role-play and free expression in painting. Children are encouraged to express their feelings and communicate ideas and are well-supported by staff.

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 the planning to ensure a balance across all stepping-stones, to include outdoor play and provide the following:-
- In communication, language and literacy ensure children have sufficient opportunities to link sounds and letters. Improve the examples of print in the environment.
- In knowledge and understanding of the world ensure children have sufficient opportunities to learn about change over time and about the cultures, needs and beliefs of others.

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.