



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 226222

DfES Number: 539397

INSPECTION DETAILS

Inspection Date	20/10/2004
Inspector Name	Fiona Stephenson

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Kegworth Village Hall Pre-School
Setting Address	Kegworth Village Hall Nottingham Road Kegworth Derby Derbyshire DE74 2EH

REGISTERED PROVIDER DETAILS

Name	The Committee of Kegworth Village Hall Pre-School
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ORGANISATION DETAILS

Name	Kegworth Village Hall Pre-School
Address	Kegworth Village Hall Nottingham Road Kegworth Derbyshire DE74 2EH

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

Kegworth Pre-School opened in 1983. It operates from the village hall in Kegworth, with children having access to two side rooms and the main hall. The pre-school predominantly serves the Kegworth community.

There are currently 26 children from two to four years on roll. This includes 15 funded three-year-olds and one funded four-year-old. Sessions are from 09:15 to 12:15, Monday to Friday, during school term times. The setting has experience of working with children who have special needs.

There are six staff working with children. Over half the staff have early years' qualifications to NVQ level 2. The leader is currently working towards an NVQ 3. The setting receives support from a teacher/mentor from the Leicestershire Early Years' Development and Childcare Partnership.

How good is the Day Care?

Kegworth Village Hall Pre-School provides satisfactory care for children. The leader is currently not qualified to NVQ3, but is working towards this, and over half the staff are qualified to NVQ2. The setting satisfactorily meets the required adult:child ratios. Staff who have not completed the vetting process sometimes carry out duties which they are not permitted to do. The premises are safe and secure with good space for children's play, although this is not always utilised effectively. There is sufficient well maintained furniture for children's use, however the setting is not well resourced in toys and other play materials. The leader and staff group have recently revised all their policies and procedures and these generally comply with the standards.

Staff demonstrate a good awareness of health and safety and take appropriate measures to minimise hazards both inside and outside the premises. There are good hygiene systems in place; children are also encouraged to adopt good personal hygiene. Snacks are not normally nutritious, with snack-time consisting mainly of biscuits unless linked into a themed activity. Staff have a good understanding of child protection, although the policy does not include information

on procedures to be followed in the event of an allegation being made against a member of staff or volunteer.

Staff have positive relationships with children. They listen and value what they say, and encourage children to be confident and independent. The setting has due regard for equal opportunities although there are limited resources reflecting anti-discriminatory practice, and there is insufficient adaptation of activities to support the individual play, learning and development needs of children. Behaviour is generally managed well, with staff making good use of praise and encouragement to support good behaviour.

Parents and staff work well together informally to ensure information is shared about their child's care.

What has improved since the last inspection?

Not applicable.

What is being done well?

- The setting has good relationships with parents, with regular verbal exchange. Parents feel able to talk to staff about their children in a confidential manner.
- Staff have a warm and caring approach with children, and children feel safe and secure in the setting.
- There are good hygiene systems in place to support the good health of children, and good systems to ensure the premises and equipment are safe.

What needs to be improved?

- the operational practice to ensure that staff awaiting clearance are not left alone with children at any time
- the range of resources and activities available for children's play on a day-to-day basis, and the resources available which reflect anti-discriminatory practice
- staff's understanding of the play, developmental and learning needs of individual children
- the complaints policy to ensure it has sufficient detail
- the quality of snacks to ensure they have a more nutritional content

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
1	ensure that there are effective procedures in place to ensure staff awaiting clearance are not left alone with children
3	devise a system for planning and implementing a suitable range of activities for children, which is appropriate for their stage of development and based on their individual needs
8	provide children with snacks which are more nutritious
9	extend the range of resources that reflect anti-discriminatory practice

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

How effective is the nursery education?

Kegworth Village Hall Pre-School provides acceptable pre-school education overall, although children's progress towards the early learning goals is limited by some significant weaknesses.

Leadership and management is generally good. The newly appointed leader has significantly improved her own knowledge of the Foundation Stage curriculum and is beginning to implement new planning, observation and assessment systems. She has supported staff in improving their understanding of the curriculum, however there is limited understanding of how the current use of time and resources impacts on the learning opportunities for children. The leader has improved the provision of resources, although they still do not adequately cover all areas of the curriculum.

The quality of teaching is acceptable, but has some significant areas for improvement. Staff demonstrate a real commitment to improving the educational provision for children and have worked hard in recent months to improve their understanding of the foundation stage, and to make use of the evaluation and assessment procedures now in place. However, staff do not yet have a sufficiently secure knowledge of the curriculum to use resources and unplanned and routine opportunities to best effect, or to extend children's learning. Observations remain limited and there is no adaptation of the activities for less and more able children.

Partnership with parents is acceptable, but has some significant areas for improvement. Parents are informed on a daily basis about the activities their child has undertaken, and the weekly planning and topics are displayed on the parents' notice board. However, parents are provided with limited information about their child's individual progress through the stepping stones, and there is no information given about their child's next steps and how these can be supported at home.

What is being done well?

- The setting has devised good planned activities to promote children's understanding of their five senses.
- Staff have a warm and caring approach to children, and help children to feel valued and secure.
- Children demonstrate good speaking and conversational skills.
- Leaders and staff are making good use of the opportunities available to extend their knowledge of the foundation stage.

What needs to be improved?

- the daily routine to give children more time to engage in purposeful activities

- resources available to children to support their learning in all six areas of the curriculum
- weekly planning to ensure resources are effectively planned into the curriculum to enable variety and to promote differing learning opportunities which account for the full range of children's needs at the group
- staff's knowledge and understanding of the curriculum and it's effective use in planned and unplanned activities, and everyday and routine opportunities
- the use of observations and assessments to ensure planning caters for the differing learning needs of children
- information provided to parents on the individual progress their child is making through the stepping stones, and how they can support the 'next steps' in progress in the home environment.

What has improved since the last inspection?

Limited progress has been made in tackling the key issues identified in the previous inspection report. The limited resources available in activities to promote children's ability to recognise numerals, including number lines, are not being used effectively, and there is a weak mathematics area which is poorly used. At snack-time children behave appropriately, however after spending a lengthy period of time sitting at the table their behaviour is less good when moving directly to story-time and sitting for a further length of time. There remains very limited adaptation of activities to support the differing needs of older and more able children, and the younger and less mature children, which significantly impacts on children's progress.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children feel safe and secure and form good relationships with staff and their peers. They are confident to try new ideas and activities. They enjoy adult-led circle time, however this is at times too long to hold the attention of younger children. They have a good understanding of what behaviour is right and wrong, and generally behave well. There are limited resources for children to select, and at times this leads to minor disagreements amongst them.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children have good opportunities to talk in small groups and in larger group activities. They are learning that print carries meaning and displays are clearly labelled. Children are learning to recognise familiar words, such as their name, through the use of name cards at snack time. Children enjoy story time, although there is insufficient extension for older children. Children can make marks, however there are limited opportunities for children to practice their emerging writing skills.

MATHEMATICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Good use is made of registration to encourage children's counting skills. Children count well to 10 and some can count to beyond this. The setting has planned activities to cover calculation, space, shape and measure, however there is limited daily opportunities for children to secure or extend any learning gained from the planned activities. The mathematical area is poorly resourced which significantly impacts on children's learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Significant Weaknesses
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Children are progressing well with their understanding of time, and are beginning to understand the order of the days of the week and concepts such as today, yesterday and tomorrow. They are learning about their local environment with topic areas such as 'my village'. Children's access to information and communication technology is poor, with very limited resources to support learning in this area. There are insufficient opportunities for children to build and use tools for a purpose.

PHYSICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children move freely around the environment and can adjust speed or change direction to avoid obstacles. They show awareness of their own needs and an awareness of healthy practices with regard to personal hygiene. Time for play using larger muscles is very limited. Children have regular opportunities to ride bikes, however there are limited opportunities to climb, balance, and practice a range of physical skills such as throwing and catching.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children are creative in two and three-dimensions, such as making bookmarks, collages and masks. They use their imaginations well with available resources, such as playing with the plastic animals in the garage. Children regularly use musical instruments, although the range is limited, and have regular opportunities for junk modelling, but this is insufficiently extended for those who are more able. Children have a good sensory awareness, but their role-play is insufficiently developed.	
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- improve staff's knowledge and understanding of the Foundation Stage and how they can make effective use of all daily activities and resources to support children's learning
- provide children with sufficient resources to enable variation of activities within each area of learning, and extension for those who are more able or older. Revise the daily routine to improve the opportunities for children to be engaged in purposeful activity
- make more effective use of observations and assessments to chart children's progress through the stepping stones, ensuring these underpin future curriculum planning, and provide staff with an understanding of when and how to adapt activities for differing needs
- provide regular information to parents on the individual progress their child is making through the stepping stones, and how they can support their children's 'next steps' in progress in the home environment.

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.