



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 254138

DfES Number: 500538

### INSPECTION DETAILS

Inspection Date	01/12/2004
Inspector Name	Sally Ann Hubbard

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Kenninghall Pre-School Nursery
Setting Address	School Close Kenninghall Norwich Norfolk NR16 2EJ

### REGISTERED PROVIDER DETAILS

Name	The Committee of Kenninghall Pre-School Nursery 1045663
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### ORGANISATION DETAILS

Name	Kenninghall Pre-School Nursery
Address	School Close Kenninghall Norwich Norfolk NR16 2EJ

## 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

Kenninghall Pre-school is a committee run provision, which opened in 1976. It operates from a mobile classroom within the school grounds. The premises consist of a main playroom, entrance hall, toilet and there is an enclosed outside play area adjacent to the building. It is situated in the village of Kenninghall, near to the town of Diss. A maximum of 16 children may attend the pre-school at any one time. The pre-school opens every weekday, during school term times, from 9:00 am until 11:45 am. Afternoon sessions are offered according to demand from 1:00 pm until 3:30 pm.

There are currently 18 children from two and a half to under five years on roll. Of these 13 children receive funding for nursery education. Children attend from the local area and for a variety of sessions.

The pre-school employs 2 staff. One of whom holds an appropriate qualification and the other is working towards one. The pre-school is currently receiving teacher support from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

Kenninghall Pre-school Nursery provides good quality care for children aged two to five years.

The pre-school ensure all adults are suitable to look after children. Staff either hold or are working towards appropriate qualifications. Space within the mobile is organised very well, the premises are made welcoming with a range of prepared resources. Equipment is suitable and conforms to safety standards and children can freely select this from the low shelves. Staff keep records filed and readily accessible during sessions. They have a set of policies and procedures in place however, some are not clear.

Staff take positive steps to promote safety, such as an annual risk assessment and daily checklists, however they do not have a written procedure for fire evacuation.

Children are encouraged to practice good hygiene. Staff know what they would do if a child became ill, but this is not a written policy. Children can access drinking water and are provided with healthy snacks. Staff are aware of signs and symptoms of abuse but the procedures do not clearly state what they should do if they suspect a child is being abused.

Staff plan and provide a good range of stimulating activities and resources to promote children's development and meet their needs. Children are well occupied and make decisions about what they want to do supported by adults. Staff get to know the children very well as individuals and have excellent relationships with them. Staff are aware that some children may have special needs and have appropriate procedures in place. Children behave well, they are given praise and staff are calm, relaxed and quietly spoken, providing good role models, however the policy does not clearly detail how staff will manage children's behaviour.

The pre-school have good relations with parents and have a strong committee in place. Staff share information with them on regular basis. There is a relaxed atmosphere and parents are welcomed in to help on the rota.

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

At the last inspection the pre-school had six actions to address. These were, 1. to develop procedures to be followed in the event of a child being lost or uncollected, both of these policies have been developed and are included in the policy document. 2. Conduct risk assessments of the premises, staff now do an annual risk assessment and a daily safety check is carried out prior to the sessions starting. 3. Develop operational procedures for the safe conduct of any outings provided; again this policy has been developed. 4. Review the administering medicines policy in accordance with the national standards, this policy and the procedures for administering medicines have been reviewed and clear administration procedures and records are now in place. 5. Develop a written statement about special needs which is consistent with current legislation and guidance, a special needs statement is in place and mentions the code of practice which staff have regard to. Lastly the group had to include the address and telephone number of Ofsted in their complaints procedure and this has been done. The pre-school has made very good progress and this has improved the quality of the provision in a number of areas.

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

- Staff are calm and relaxed setting a good example for children's behaviour, They are caring and know the children very well as individuals and are able to meet their needs effectively.
- Staff create a very accessible, attractive and welcoming environment for the children who can freely select activities and resources from around the room.
- Staff plan and provide a good range of interesting activities and use resources to help children make progress in all areas of development.

- They have a good awareness and positively promote health and hygiene. Their procedures are clear and reinforced with children.

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

- the fire evacuation procedures
- the policies in respect of equal opportunities, behaviour management, child protection and sick children.

#### **PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

There are no complaints to report.

#### **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
6	Develop a written emergency evacuation procedure.
14	Develop the policies in respect of equal opportunities, behaviour management, child protection and sick children.

## 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 Kenninghall Pre-school Nursery is acceptable and of good quality overall. It enables children to make very good progress towards the early learning goals in personal social and emotional development, communication language and literacy and creative development. Generally good progress is made in all other areas of learning.

The quality of teaching is generally good. Staff have a good knowledge and understanding of the Foundation Stage and use this when planning activities. Written plans are in place covering all areas of development but do not show a balance across the stepping-stones. Staff have excellent relationships with children and provide an attractive and welcoming learning environment. They spend time working directly with children and ask questions of them, however some learning opportunities are missed. Staff provide very good role models for behaviour, they are calm, quiet and caring towards children. Assessments are made of children's progress using short observations, these are clear but do not yet identify the next steps for learning.

Leadership and management is generally good. The management committee and staff have good relationships with each other and good processes for communication. Staff discuss activities and verbally evaluate these on a daily basis however, this system is not always robust enough to identify where improvements are needed. The committee monitor the provision by completing annual appraisals for staff and they help out during sessions, providing feedback to staff. The pre-school are very committed and enthusiastic to develop and improve the care and education they provide.

Partnerships with parents is very good. They are provided with a very informative welcome pack and additional information is posted on the notice board, such as a copy of the current planning. Parents can look at their children's records at any time and readily share information with staff on a daily basis.

### What is being done well?

- Children make very good progress in personal social and emotional development; they are welcomed into this friendly community group by staff. They have very good relationships with staff and each other and are happy and well settled in the pre-school.
- Children also make very good progress in communication language and literacy, they are provided with excellent opportunities to develop their early writing skills and communicate very effectively with adults and their peers.
- Staff work very well together as a team and have clear roles and responsibilities throughout the session. They provide a stimulating,

accessible and attractive learning environment, which encourages children to be independent.

- Partnerships with parents are very positive they have good relationships with staff and form the strong management committee who run the pre-school.

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

- the use of everyday activities to ensure learning opportunities are exploited
- the planning to ensure staff achieve a balance across the stepping-stones
- the use of assessments to identify the next steps for learning and to incorporate this into the curriculum planning
- staff knowledge of other cultures and beliefs and the delivery of this to the children
- the opportunities for children to compare groups of objects and learn about simple number operations.

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

At the last inspection the pre-school had five key issues and they have made generally good progress towards addressing these.

To improve the programme for knowledge and understanding of the world (KUW) by ensuring that all stepping-stones are covered with sufficient frequency. Staff have incorporated further activities into the planning for knowledge & understanding of the world and technology is used appropriately to support children's learning.

To extend the existing format for recording children's progress and attainment to cover all areas of learning and stepping-stones and use the information to plan future activities. Staff make assessments of children under each area of learning, using the foundation stage learning story but it is not yet clear how they use this information to inform their future planning and this still remains a key issue for development.

To improve the planning by showing how all six areas of learning will be covered and a balance across the stepping-stones and to identify what children will learn from activities. They have developed their planning and it now covers all six areas of learning and contains clear learning objectives, however the plans still do not show how staff achieve a balance across the stepping-stones.

To improve staff knowledge of a variety of cultural and religious traditions to enable them to promote children's sensitivity to those of different cultures and beliefs. This is an area that staff acknowledge they still need to improve upon.

To improve the programme for creative development by providing more opportunities for the children to explore sound, respond to art and music and to use a widening range of materials, suitable tools, musical instruments. Children are

provided with a range of different materials to explore. Music has been incorporated weekly planning.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are very confident and well settled at pre-school and have good relationships with adults and each other. They share and take turns, such as with hand washing and the computer. Children behave well, they are polite and show respect and have very good role models to follow. They are developing independence especially with selecting resources. Children readily share experiences from home and learn about their own beliefs, such as looking at the nativity and celebrating birthdays.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children communicate very confidently with each other and adults. They use a good range of vocabulary; chatting and talking while playing and speak in front of the group giving their news. Children involve themselves well in role-play situations. They link sounds and letters, learning rhyming songs, listening to stories and have a comfortable and inviting book area with a good range of books available. Children have excellent opportunities to make marks and develop their early writing skills.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count and use number throughout the session with adults appropriately encouraging and supporting this within the daily routine, counting the children and adults present and children recognise number labels. Children do not have sufficient opportunities to compare groups of objects and learn about simple number operations. They have good opportunities to learn about and discuss shapes and size and understand bigger and smaller. They create patterns with pegboards and other activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are able to explore and investigate different objects and learn about living things using the nature area. They learn about change over time by growing things. They use designing and making skills to help put the Christmas tree together and decorate it. They have excellent opportunities to learn about and use ICT during everyday play. Children gain a sense of time and place through planned activities. They do not have sufficient opportunities to learn about other cultures and beliefs.



**PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Children move around with confidence and good co-ordination, they show awareness of space and others. They use the outside area to help develop physical skills and also access the adventure play area. Children have some opportunities to learn about health and bodily awareness and this is promoted within the daily routine. Children use a range of small and large equipment and can select and use different tools and materials. They use language such as squash and squeeze when playing with dough.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children explore different media and materials, such as paint, sand or dough. They enjoy role-play and show very good use of imagination as they develop involved play situations. Plans show children have weekly opportunities to play instruments and participate in music and movement. Children have free access to drawing materials and are able to use their own ideas and imaginations drawing a variety of pictures. They are able to express feelings and use their senses through planned activities.

**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

- Increase learning opportunities by using every day activities.
- Develop planning so that there is a balance across the stepping-stones and incorporate the assessments to include children's next steps for learning.
- Provide sufficient opportunities for children to compare groups of objects, learn about simple number operations and increase their knowledge of other cultures and beliefs.

*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.*