



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY235375

DfES Number: 537602

### INSPECTION DETAILS

Inspection Date	16/07/2004
Inspector Name	Georgina Walker

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Kids Corner
Setting Address	Sudbury Primary School - Dining Room School Lane Sudbury Derbyshire DE6 5HZ

### REGISTERED PROVIDER DETAILS

Name	The Committee of Kids Corner
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### ORGANISATION DETAILS

Name	Kids Corner
Address	Sudbury Primary School - Dining Room School Lane sudbury Derbyshire DE6 5HZ

## 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

Kid's Corner Pre-School opened in 2002. It operates from Sudbury Primary School dining hall. There is access to a safely enclosed outdoor play area. The pre-school serves Sudbury and the surrounding villages.

There are currently 29 children from 2 years 7 months to 4 years 11 months on roll.

This includes 12 funded 3-year-olds and 3 funded 4-year-olds.

Children attend for a variety of sessions, up to five. The setting can support children with special needs and could support those who speak English as an additional language.

The group opens five days a week during school term only. Sessions are from 09.00 until 11.30. They may also open from 13.30 until 15.30, but currently do not choose to do so.

Two full time and five part time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. The setting receives support from Derbyshire Early Years Development and Childcare Partnership (EYDCP) and are members of the Pre-school Learning Alliance (PLA). They are managed by a parental committee, who delegate day to day responsibility to the staff.

### How good is the Day Care?

Kids Corner Pre-School provides satisfactory quality care for children. A minimum of half the staff each session are early years qualified, following an action plan formulated at re-registration in these premises. There is increasing team work, discussions on planning, future activities and training needs, with support given by the EYDCP. There are policies and procedures to meet registration requirements and the children's needs, but these contain minimal or outdated detail.

There is a good awareness of safety especially during the routine movement between the main hall, foyer, associated facilities and outdoors, however there is

insufficient information available to assure children's safety on outings. Health and hygiene are successfully promoted. Children have access to drinks during the session and at snack time are now provided a variety of fruit and tastes of different foods. Children requiring additional support have been successfully integrated into the pre-school, in partnership with relevant agencies and parents. Those for whom English is an additional language can be accommodated. Children's safety is further promoted by staff who have sound knowledge of child protection procedures.

Children have opportunities to access a range of activities to promote their welfare and develop their emotional, physical, social and intellectual capabilities. Children enjoy the activities in the setting. Planning is incomplete and there is a lack of resources to promote equality of opportunity and an awareness of diversity within society. Behaviour management expectations are high and staff consistently follow policy and procedures to ensure the children respond appropriately.

Partnerships with parents are satisfactory. Though parents are provided with written information about the services in the prospectus, this is not current. Ongoing verbal information is shared. Development and assessment records are not shared regularly.

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

Not applicable.

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

- Children play in warm and welcoming surroundings where their work is valued and displayed. The premises are safe, secure and suitable for their purpose.
- Children can access water to drink during the session and are provided with a selection of drinks at snack time and a variety of foods to taste. Their dietary needs and other requirements are met.
- Children have a good understanding of what is right and wrong and how to behave in the pre-school. Members of staff promote good behaviour through their positive attitudes and examples, discussion with children at group times and by using praise and encouragement consistently during play activities.
- Members of staff have comprehensive and current knowledge of child protection procedures and use this to assist in ensuring children are safe.

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

- the contents of the operational plan to ensure it contains reference to current standards and guidance, legislation, practise within the pre-school and is made available to parents
- induction arrangements for staff and committee

- children's access to resources which promote equality of opportunity, an awareness of diversity within society and meet the needs of all children
- procedures on outings, to further promote children's safety in the event of them requiring emergency treatment
- the staff's knowledge and understanding of the current Code of Practice for the Identification and Assessment of Special Educational Needs to further promote the welfare and development of all children within the setting.

### 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
2	Update the operational plan and ensure it contains reference to current standards and guidance, legislation and is made available to parents.
2	Ensure arrangements for induction are effective.
5	Ensure resources are regularly provided which promote equality of opportunity, an awareness of diversity within society and meet the needs of all children.
6	Ensure positive steps are taken to further promote the safety of children on outings.
10	Increase knowledge and understanding of current Code of Practice for the Identification and Assessment of Special Educational Needs to further promote the welfare and development of all children within the setting.

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

### How effective is the nursery education?

Kids Corner Pre-School provides acceptable pre-school education, but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses, generally in documentation. Personal independence, social interaction and good behaviour is well developed and children's progress in all areas, except knowledge and understanding of the world, is generally good. Children have irregular access to resources to promote skills in the use of programmable resources and technology and an awareness of the wider community.

The quality of teaching has significant weaknesses, with limited opportunities to develop documentation and knowledge of the early learning goals. Staff recognise the requirement to develop planning to include all aspects of learning, evaluation and to formally plan for children's individual educational needs. Staff present an extensive range of resources and activities to extend children's learning experiences. They use appropriate language, phonics and constant interaction to discuss the links between the themes and topics and extend the children's formal learning, spontaneous and imaginary play.

Leadership and management has significant weaknesses. The day to day management is delegated by the committee to the staff. The impact of a change of staff has led to them working well as a team, sharing roles and responsibilities. They have accessed training and are committed to developing the documentation and educational provision. They create a warm and welcoming environment.

Partnerships with parents has significant weaknesses. They are provided with written information about the setting and early learning goals, which requires updating. Parents regularly discuss their child with staff but there is no formal sharing of what they know about their child or viewing of development records.

### What is being done well?

- Children are confident, form good relationships and understand what is right and wrong. They are developing good personal skills, independence and recognise the needs of others, especially the younger children who are integrated into the playgroup.
- The support given by staff to all children, enabling them to be settled and secure within the setting, which has a warm and welcoming atmosphere.
- The sharing of roles and responsibilities within the staff group, and their desire to improve knowledge and understanding of the early learning goals and develop the planning to ensure all areas are included to meet individual children's needs.

<b>What needs to be improved?</b>
<ul style="list-style-type: none"><li>● the knowledge and understanding by staff of the stepping stones to the early learning goals</li><li>● the planning, evaluation and formal use of information to assist in the methods used to help children progress</li><li>● the use of resources on a consistent basis, which cover all areas of learning especially knowledge and understanding of the world</li><li>● the regular sharing of information with parents regarding their child's individual progress, which includes written development and assessment records which are purposeful and maintained consistently.</li></ul>



<b>What has improved since the last inspection?</b>
NOT APPLICABLE.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are eager to learn, interested and show curiosity when learning new topics. They are confident in their surroundings, relating well to their peers, staff and other adults. They have a good understanding of appropriate behaviour and recognise the differing needs of others, including younger children. They have personal independence skills and select from the resources presented. They have a developing understanding of the local community.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children use an extensive vocabulary to negotiate and extend imaginary play ideas such when extending the holiday theme. They use language to think and discuss new learning experiences. Their knowledge and use of phonics is extended by the staff. They participate in large group and story times. They have access to a range of books for pleasure and research, which are used spontaneously to extend the topic or read to each other. They are inconsistently encouraged to mark make on their own crafts.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children count confidently and spontaneously, many up to 15 or 16 and beyond. They recognise numerals, size, shape and colour and use appropriate mathematical language during play. Children have inconsistent opportunities to develop wider mathematical concepts, to calculate and solve mathematical problems. They occasionally engage in baking activities to experience the concepts of weighing and volume. They learn about measurement during topics, measuring plants for example.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Significant Weaknesses
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Children have opportunities to explore, investigate, ask questions about how things work and talk about their experiences. They inconsistently develop technology skills as some resources are not routinely available. Children develop a sense of time and place from going out to the school and village. Visits extend their experience of time and place. Their experiences of different cultures and belief is limited as topics are inconsistently included and few resources are available.

<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Generally Good
Children's fine motor skills are developing well as they have opportunities to use a wide range of resources. They show an awareness of space and safety in the playroom and outdoors with a range of resources, including sensory experiences with bubbles. They are learning about health and bodily awareness through routine and discussion. Children currently have irregular access to resources which develop large motor skills and co-ordination, such as the climbing frame.	

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Generally Good
Children have many opportunities to explore media and materials on a daily basis or to create two or three dimensionally. They spontaneously extend their imaginary play with their peers or adults, especially in the resources made from large cardboard boxes. They have access to a variety of music and singing activities. They respond enthusiastically to familiar songs and the opportunity to sing karaoke style. Children respond using their senses, to new and regular experiences.	

<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 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**

- ensure the knowledge and understanding by staff of the stepping stones to the early learning goals is increased
- ensure the planning, evaluation and formal use of information to assist in the methods used to help children progress is fully developed
- ensure children have access to resources on a consistent basis, which cover all areas of learning
- ensure the regular sharing of information with parents regarding their child's individual progress, which includes written development and assessment records which are purposeful and maintained consistently.

*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.*