



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 119492

DfES Number: 514195

INSPECTION DETAILS

Inspection Date 26/05/2004
Inspector Name Janette Elaina Langford

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Kingsway Pre School
Setting Address Chalkwell Park Methodist Church
Eastwood Lane South
Westcliff on Sea
Essex
SS0 9XH

REGISTERED PROVIDER DETAILS

Name The Committee of Kingsway Pre-School Committee 251549

ORGANISATION DETAILS

Name Kingsway Pre-School Committee
Address Chalkwell Park Methodist Church
Eastwood Lane South
Westcliff on Sea
Essex
SS0 9XH

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

Kingsway Pre-school has been established for many years. It operates from a hall on the first floor of the Methodist Church building in Westcliff on Sea. The pre-school serves the local area.

There are currently fifty one children from two to five years on roll. This includes twenty six funded three year olds and nine funded four year olds. Children attend for a variety of sessions. The setting currently supports a small number of children with special needs.

The group opens five days a week during school term times. Sessions are from 09:15 until 11:45 Monday to Friday and 12:15 until 14:45 on Monday and Wednesday.

Eight part time staff work with the children. The group are working towards over half the staff having early years qualifications to NVQ level 2 or 3. Two members of staff are currently working towards a recognised early years qualification. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Kingsway Pre-school provides good care for children. Staff work well together and are committed to further training. The supervisor ensures that there are effective vetting procedures in place. The operational plan is reflected in practice and the sessions run smoothly with all staff knowing their responsibilities. Space is used effectively, and is welcoming to parents and children and organised well. Equipment is suitable and appropriate for the needs of the children attending. Records and documents are clear and contain the necessary information.

There are good systems to ensure the safety of children in this first floor hall and staff are extra vigilant with children when using the stairs. Staff promote good health and support children who have allergies or medical conditions. However, staff have

not yet obtained parental consent to seek any necessary emergency treatment for the children attending. Children are able to help themselves to drinks throughout the session and are offered healthy and appropriate snacks. An abundance of multi-cultural equipment is available and used effectively to help children appreciate our similarities and differences.

A good balance of activities are planned in advance to encourage children to develop their skills in all areas. Children with special needs are well supported through the knowledge and experience of the staff and through links with the area special needs co-ordinator. All children are encouraged to behave within the boundaries, to understand the simple rules and to be polite. Staff understand their responsibilities regarding child protection procedures.

Parents are supplied with good information about the setting and are able to talk to staff about their children. However, the complaints procedure does not yet contain the contact details for Ofsted. Staff work very closely with parents and are very supportive in creating an environment where all children can flourish.

What has improved since the last inspection?

N/A

What is being done well?

- The pre-school environment is rich with resources to promote our multi-cultural society. Posters show different lifestyles and languages, and resources such as dolls, dolls clothes and dressing up clothes promote children's awareness of different cultures. Puzzles, books and small world figures reflect our similarities and differences and many different festivals are celebrated.
- Staff manage behaviour well. They negotiate with children and help them to show respect to one another and take turns. Children are encouraged to be polite and follow some simple rules.
- Staff work closely with parents and carers to develop a sense of trust. They find out as much information about the children as possible and regularly share information with parents at pre-school. Parents and carers are assured that their children are treated as individuals and their own particular needs are taken into consideration.

What needs to be improved?

- documents, including obtaining parent's consent for seeking emergency treatment, and the details contained in the complaints procedure.

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
7	Request written permission from parents for seeking any necessary emergency medical advice or treatment.
12	Make contact details for Ofsted available to parents in the event they may wish to make a complaint.

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 Kingsway Pre-school is very good. It enables children to make very good progress towards the early learning goals in all areas of learning.

Teaching is very good. Staff have a sound understanding of the Foundation Stage and how children learn. They use every opportunity to question children to make them think and take time to listen. Staff effectively support children and aim the activity at different levels, challenging the more able children simultaneously. Plans cover the six areas of learning and are linked to the stepping stones. The assessment folders contain observations and photos and are used to identify each child's next steps. However, staff are not currently recording evaluations of the activities.

The supervisor has day to day leadership of the setting and a committee assists with some management issues. The supervisor has a high expectation of the staff and together they are motivated and enthusiastic. The calm atmosphere and the supervisor's ability to monitor the setting, ensure the effective delivery of the curriculum. The supervisor informs the staff of developments and liaises with the EYDCP, the local schools and the PSLA. The supervisor and staff demonstrate a commitment to improving the care and education for all children.

Parents are provided with good quality information about the setting through notice-boards and newsletters. They are given time by staff to discuss their child's progress, shown assessment folders and encouraged to complete questionnaires to share what they know about their child. There are some initiatives to help parents be involved with their child's learning such as taking a teddy bear home and writing about his activities with the family.

What is being done well?

- Children have a very good understanding of issues relating to their bodies following a successful topic about themselves. Some children can accurately name different parts of the body when shown a large poster, including the kidneys, lungs, liver and heart. They know that the heart pumps blood around the body and that it goes 'Boom boom boom' when they run around.
- Children are given many opportunities to use their imagination and staff sometimes create an environment for the whole group to engage in imaginative play. For example, they transform the hall into an indoor beach, complete with paddling pools of water, large areas of sand on the floor, changing rooms and buckets and spades.
- Staff use their imagination to create stimulating activities. For example sacks full of leaves are bought into the hall for children to kick around, sweep up

and throw about. They can feel the textures and look at their colours to learn about aspects of the Autumn season.

- Children have opportunities to construct with a purpose in mind. Staff provide real plastic pipes of various sizes and shapes, to connect together and pour water down, to discover where the water might come out.

What needs to be improved?

- the system for evaluating the activities.

What has improved since the last inspection?

The setting has made very good progress since the last inspection.

Staff have developed the system for planning activities to include medium and short term plans which relate more clearly to the six areas of learning.

The information recorded on children's attainment and progress helps to plan activities and takes into account their varying ages and abilities.

The balance of child initiated and teacher directed activities ensures that all children experience a balanced programme and the organisation of groups is included in daily plans.

More time is now given to the programme for mathematics. Routines, everyday activities and children's spontaneous play is used to engage them in counting, recording and using numbers and tackling simple problems of addition and subtraction.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children show positive dispositions and attitudes and are eager to learn. They are independent in selecting their activities and confident to ask for support. Children demonstrate a sense of belonging which is nurtured by staff, linking up with other children and accepting the needs of others. Children are willing to tackle problems and sometimes operate independently. They make connections between different parts of their lives, frequently talking about their homes and families.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children interact very well with others, listen carefully, follow simple instructions and are developing extensive vocabularies. They sometimes talk through their activities and are developing good conversation skills. Children enjoy linking sounds and letters and discovering rhyme and rhythm. They see text in the setting and are interested in books. There are purposeful opportunities for children to practice their mark making skills, and they sometimes ascribe meanings to their marks.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children use numbers as labels and for counting and most can count reliably in the correct order up to ten. Many children can recognise some numerals accurately. Everyday routines incorporate simple calculations for children so they begin to understand how useful numbers can be. Children practice matching and sorting and recognise some shapes. They use size and positional language and have planned activities to help them understand size and capacity.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have stimulating and sometimes unusual activities to help their exploration and investigation skills, such as an indoor forest. They have frequent opportunities to discover and experiment in designing and making things with a wide range of objects. There are activities which help children to develop an interest in ICT and learn how to operate simple equipment. Children welcome many visitors into the group and learn about their local area and the cultures and beliefs of others.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children use opportunities to move their bodies to music with pleasure and confidence and they practise moving in a range of ways in the available spaces. They have an excellent understanding of their health and bodily awareness, including the effects of activities on their bodies. There are ample opportunities for children to use large and small equipment and to practise their hand eye co-ordination skills.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children use their bodies to explore textures and shape and can make constructions, collages, paintings and drawings. They join in favourite songs, explore the sounds of musical instruments and sometimes dance and sing together. Children have opportunities to develop their imaginative skills and are provided with excellent props to encourage their ideas. They are beginning to respond to experiences and can use body language, gestures and facial expressions to indicate feelings.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, however, consideration should be given to the following:
- consider recording evaluations of the activities.

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.