



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 251629

DfES Number: 548086

INSPECTION DETAILS

Inspection Date 22/11/2004
Inspector Name Deborah Kerry

SETTING DETAILS

Day Care Type Full Day Care, Sessional Day Care
Setting Name Shotley Kidzone
Setting Address C/o Shotley CP School
Shotley
Ipswich
Suffolk
IP9 1NR

REGISTERED PROVIDER DETAILS

Name The Committee of Shotley Kidzone 293543

ORGANISATION DETAILS

Name Shotley Kidzone
Address C/O Shotley CP School
Shotley
Ipswich
Suffolk
IP9 1NR

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

Shotley Kidzone Pre-school are based in the grounds of the village primary school, on the Shotley coast. The premises have recently been replaced with a larger modern building.

The group have 30 children currently on roll, the group are registered to look after 24 children from two years to under five years.

Shotley Kidzone also run a breakfast and after school club for children attending the primary school and a lunch club, children can stay for an extended pre-school session or stay for lunch and then attend the afternoon pre-school session.

The group are in receipt of funding for nursery education.

How good is the Day Care?

Shotley Kidzone Pre-school Playgroup provide good quality care for children. The group provide care for children before and after school as well as the pre-school sessions and lunch club.

Over half of the staff have, or are working toward a level three qualification. There is a high staff ratio and they work well as a team with clear roles and responsibilities during each session. Clear induction procedures do not exist for new staff.

Children are provided with a variety of activities and resources that encourages their independence and helps them with their development. All policies and procedures are regularly reviewed and updated.

Staff have a good understanding of safety procedures and knowledge of child protection and what to do if they have concerns. The lunch club enables children to stay for an extended session.

Children have access to a wide range of resources and activities that cover a variety of themes and topics. The staff support the children, getting down to their level and

use effective questioning techniques which enables them to progress in their development.

Children are given positive praise and consistent guidelines that helps them conform to the groups rules, staff are good role models and have a calm approach to behaviour management which enables children to behave well.

Parents are kept informed of the themes and activities going on in playgroup and are invited to help on a rota basis, however there are no clear guidelines for parents to follow when helping. They are given verbal feedback on their child's progress each day and the newly introduced key worker system enables staff to get to know their children well.

What has improved since the last inspection?

At the last inspection the group were asked to show how staff are deployed, ensure that children's records are used when planning activities and shared with parents, to comply with building and fire regulations. To keep a record of visitors and the premises secure. To ensure there is a no smoking policy and one on special needs and a copy of the code of practice. That the first aid box is correctly stocked, to obtain permission for emergency medical advice or treatment and that staff preparing snacks comply with food hygiene regulations. The complaints procedure needed contact details for Ofsted and that procedures for child protection are understood.

Short term plans show how staff are deployed during the session. Children's records are now in place, shared with parents and used when planning future activities this ensures parents are kept informed of their child's progress. Planning permission is in place due to the new building and all recommendations from the fire officer have been completed, these regulations have now been complied with. There are now chains on the doors and all visitors sign in and out which helps to keep children safe and secure. The first aid box is checked regularly, there is a no smoking policy and permission to seek emergency medical advice or treatment is now in place this ensures all children's medical needs are met. Staff have undergone training in food hygiene so food regulation are observed when preparing snacks which keeps children healthy. There is a policy on special needs and a copy of the code of practice so all children's individual needs can be met. The complaints procedure now contains contact details so that if parents have concerns they know whom to contact. There are now clear procedures for staff to follow and they have a good understanding of what to do around child protection which helps to keep children safe.

What is being done well?

- Children's needs are met through a variety of planned activities and play situations that allow them to experience many learning opportunities.
- Children are provided with a range of resources and activities within the setting that creates a stimulating environment and promotes children's

development and encourages their independence.

- Children are given clear guidelines from staff about what is right and wrong, appropriate to their level of understanding, in order that they know what is expected of them.

What needs to be improved?

- induction procedures for new staff;
- clear guidelines for parents helpers.

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.)

Since 1 April 2004 Ofsted has not received any complaints about this provider.

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
2	develop clear induction procedures for all new staff.
12	provide parent helpers with clear guidelines on their roles and duties when helping in playgroup.

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 Shotley Kidzone is generally good. It enables children to make generally good progress in all six areas of learning.

Teaching is generally good the staff are effectively deployed within the setting and all have clear roles and responsibilities. Planning is clearly linked to the stepping stones and early learning goals, however there are aspects missing in some areas of learning. Opportunities are provided for children, through both adult led and child initiated activities that enable them to make progress. A newly introduced adult focussed activity sheet allows the children's progress to be recorded in their assessment files, however this needs to be adapted so all children can participate, then evaluated and used when planning the next step for all children. The staff are good role models for the children and encourage them to conform to the groups rules, they interact and listen to the children and have effective questioning skills which helps to extend their thinking and learning.

Leadership and management is generally good. The key worker system assists staff in observing and recording children's progress and getting to know "their" children. All staff have input into the planning at staff meetings. Staff are supported by a committee that fund raises for the group and they have recently moved in to new premises as a result.

Partnership with parents is generally good. There are open days each term to inform parents of their children's progress. Children choose books to read at home with their parents and there is good information on the notice board about topics, activities and fundraising.

What is being done well?

- Children are developing their self-esteem and confidence by being encouraged to speak in front of group and choose a song to sing at circle time. They are able to share and take turns when playing games, they understand the codes of behaviour of the setting and are forming good relationships with staff and others.
- Children's physical development is encouraged through the range of play equipment outside that allows them to move with control and co-ordination, to balance, climb and slide. They use mark-making equipment such as pens, paintbrushes and glue spreaders, scissors, in their craftwork and cutters and rolling pins with play dough.
- The session contains both free and adult led times so children have a variety of situations to keep them interested and stimulated. Children's efforts are valued and their work displayed to create a colourful environment.

- The committee and staff are proactive in improving the environment and have raised funds to buy new premises and develop the garden through money from grants and fund raising.

What needs to be improved?

- planning so that all areas of learning are included;
- adult focussed activity sheets so that they are adapted so that all children can take part and progress and they are evaluated for future learning;
- parent's knowledge and understanding of the Foundation Stage and early learning goals.

What has improved since the last inspection?

Not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are building good relationships with each other and adults, they understand the agreed rules of the group, taking turns and sharing fairly, when going across to the school they know to look carefully when crossing the car park. Children can demonstrate good self care skills in personal hygiene and independence when choosing activities. They show curiosity and contribute to discussions at story and circle time and are confident to speak in a large group.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children talk about events in their lives as they play with adults in the group. They listen and respond to stories with a range of feelings, responding and join in when asked. Children can recognise their names at snack time and are helped to read them, encouraged and given support to write them on their work as staff sound out individual letters, using phonics and give directions on how to form letters correctly. They can choose their own book to take home each week.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

The children count when they are counted as they line up for outside play, at circle time when discussing the date and when playing "what's the time Mr Wolf" outside with staff. Children learn about shape and match patterns when playing games on the computer and through a craft activity using circles. At snack time children learn about subtraction when counting cups, however there were few opportunities for children to learn about calculating.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children develop their knowledge of programmable toys as they play games on the computer, use tape players to listen to music and have access to keyboards, telephones and calculators in the writing area. Children learn about time as they talk about the date at circle time and when discussing events in their lives. Children are free to build and design using the train track, threading beads and through craft activities.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Fine motor skills are developed in many ways as children play with equipment and write, draw and cut. They use tools when playing with dough, sand and water. The large equipment that is used in the outside play area helps to develop gross motor skills as children jump, balance, they can control direction and stop as they push prams, ride bikes and move and dance when listening to stories and music. Hand to eye co-ordination is used to manipulate small world resources and mark making equipment.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children have opportunities to express their creative ideas as they use a variety of techniques, textures and materials, both natural and man made in their craft work. They enjoy singing songs and action rhymes from memory. They use the musical instruments to recreate their own sounds as they move and dance, their imagination is also developed as they dress up and act out scenarios with each other in the well resourced role play area.

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 planning so that it includes all aspects of the six areas of learning, so children are provided with a broad and balanced curriculum, especially around linking sounds and letters and calculating and planning for children's next step is included;
- continue to develop the adult focussed activity sheets to ensure that this is adapted so that all children can participate and their progress recorded and that the outcome is evaluated for future learning;
- develop parent's knowledge and understanding of the Foundation Stage and the six areas of learning.

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.