



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 314657

DfES Number: 511003

INSPECTION DETAILS

Inspection Date 18/10/2004

Inspector Name Ann Law

SETTING DETAILS

Day Care Type Sessional Day Care, Full Day Care, Out of School Day Care

Setting Name Katies Kindergarten

Setting Address 3 Grange Road
Thorngumbald
East Riding of Yorkshire
HU12 9PR

REGISTERED PROVIDER DETAILS

Name Ms Kathleen Mills

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

Katie's Kindergarten opened in 1985 and is a private organisation. The group are registered for 26 children from birth to five years for full day care, 16 children from two to five years for sessional care and 32 children from three to eight years for out of school care. They operate from the converted clinic in the village of Thorngumbald, near Hull and serve the needs of the local community. The group has access to a variety of age designated play rooms, kitchen, toilet, staff and office facilities. There is a fully enclosed outdoor play area.

They are currently caring for 97 children of which 11 three-year olds and 2 four-year olds are in receipt of nursery education funding. The setting does not currently support any children with special needs, or any who speak English as an additional language.

The nursery is open from 07:30 to 18:00, Mondays to Fridays. Twelve part and full-time staff work with the children. The majority of whom hold or are working towards early years qualifications to NVQ level 2/3. The setting receives support from the local authority and holds the Investors in People award.

How good is the Day Care?

Katie's Kindergarten provides satisfactory care for children. The setting is clean and has some displays of children's artwork to promote a welcoming environment. Space in each room is used effectively with defined areas for play and there are sufficient toys and resources available for the children. However, the presentation of some areas does not invite children to independently access them. Staff are well deployed within the setting to ensure ratios are maintained in all areas, but they hold insufficient levels of relevant qualifications. The majority of policies and procedures are in place and are regularly reviewed.

Staff are aware of most risks to children's safety and very good systems are in place for the security of the premises. The standard of hygiene in the nursery is commendable and children's hygiene routines are promoted well. Secure systems

are not in place to ensure the regulator is informed of any serious accident or notifiable diseases. Parents are made aware of the groups duty to protect children and appropriate guidance is held for child protection issues.

Children access an appropriate range of activities, in a structured routine, to meet their developmental needs. However, consideration should be given to allowing children time to extend their learning through play. Staff generally interact well with the children and positive methods are in place to manage children's behaviour effectively.

The setting has a positive relationship with parents and a variety of methods are used to provide them with relevant information about the setting and reasonable information about their child's progress.

What has improved since the last inspection?

not applicable

What is being done well?

- Innovative procedures are in place for escorting children to and from school in a safe manner. A length of rope has been plaited in sections, making handles for children to hold on to and staff man the rope beginning, middle and end to ensure children the safety of children.
- Effective security systems are in place for the premises. A large iron gate has a buzzer and intercom system to gain entry. Unknown persons have identification verified before entry is allowed and a well thought through policy is in place for emergency evacuations.
- Very good procedures are in place to ensure cleanliness and hygiene. Many cleaning rotas are implemented for all areas of the provision and staff act as good role models for children's hygiene routines. Children are aware of these and independently perform them.
- Children in the Out of School provision have good incentive to behave in an acceptable manner. They have written their own rules for behaviour, giving them ownership of them and a popular reward system is used to encourage and value children's good behaviour.

What needs to be improved?

- organisation with regard to the qualifications held by staff
- health regarding the development of systems to inform Ofsted of any significant events
- care, learning and play in relation to the improvement of opportunities for children to re-visit and extend their learning through play
- equipment with regard to the presentation of toys and resources for children

- safety regarding to the implementation of the daily rules check list
- documentation for the CCTV images in the provision.

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 must take the following actions by the date shown

Std	Action	Date
2	Develop and implement an action plan, with timescales, detailing how all supervisors will hold a level 3 qualification appropriate for the care and development of children; and how at least half of all other child care staff will hold a level 2 qualification appropriate for the care and development of children.	02/11/2004
7	Ensure there are secure systems in place to notify Ofsted of the serious injury to any child in the care of the group and to notify Ofsted of any infectious disease that a qualified medical person considers notifiable.	02/11/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
3	Consider the lengths of time children are given to become involved in activities and improve their opportunities to re-visit and extend their learning through play.
14	Develop and implement a policy stating how the CCTV images are to be processed, stored, copied (or not) and destroyed and share this parents, staff and include any visitors when they are present.
6	Improve children's safety on the premises by ensuring the implementation of the 'daily rules' check list.

5	Improve the presentation of toys and resources to ensure they are attractive and inviting to all children.
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INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Katie's Kindergarten Nursery provision is of good quality overall. Children are making generally good progress towards the early learning goals. The provision for their personal, social and emotional development is particularly good and children make very good progress in this area.

The quality of teaching is generally good. Staff have a planning process in place to enable children to work towards the early learning goals. However, short term plans do not have clear learning intentions which are appropriate for the age and stage of development of the children, as a result some children are inappropriately challenged in many areas of learning. Regular observations are undertaken of each child and recorded in their record of achievement, but this information is not used to effectively inform future planning. Staff interact well with the children which enables good behaviour to be achieved.

Leadership and management of the nursery is generally good. Comprehensive and clear policies and procedures contribute to the organisation of the setting. The lack of a rigorous system to ensure all staff are involved in the planning of activities means that not all staff are aware of the intended learning for children. Advice is sought from the local authority to evaluate the nursery education and regular appraisals monitor the effectiveness of the staff.

Partnership with parents is generally good. They are encouraged to be involved in their children's learning and receive information to extend the learning at home. The information given regarding their child is mainly effective in informing them of their child's progress towards the early learning goals.

What is being done well?

- Children's personal, social and emotional development is very good. The children are happy and confident and are able to express their own likes and dislikes.
- Children have a good sense of time and place and are able to talk about past and present significant experiences in their lives.
- Good systems are in place to ensure parents are well informed of the planned topics, thus encouraging them to play a part in their child's learning at home.
- Children are very enthusiastic in physical play and particularly enjoy group activities where they can use their imagination as well as gross motor skills.

What needs to be improved?

- the development of staff knowledge of the Foundation Stage to ensure the planning and observation records for children are clear and based on the stepping stones or early learning goals according to the child's stage of development
- the attention given to increasing children's awareness of the different purposes of writing; and the use of numerals in the setting to allow children to show curiosity in number
- the attention given to increasing children's awareness of beliefs and cultures outside their immediate experience
- the attention given to increasing children's opportunities to construct with large materials; and improving their opportunities for free expression of ideas, thoughts and feelings through art and design.

What has improved since the last inspection?

Very good progress has been made since the last inspection. The three key issues related to information available for parents about the educational provision, the development of a policy for special educational needs and the provision of opportunities for children to use climbing apparatus.

Parents are now provided with information about the educational provision in the form of newsletters. They are encouraged to play a part in children's learning by extending topics at home and the nursery provides song and rhyme words from the topic for parents to sing with their children.

A special educational needs policy is now in place and has been recently reviewed to ensure it is consistent with current legislation and guidance. Advice is regularly sought to ensure the nursery is pro-active in ensuring appropriate action can be taken if a child is identified with special educational needs is admitted to the provision.

The nursery has purchased a multi-use climbing frame to allow children more opportunities to use climbing apparatus in different forms.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are happy, settled and confident in the environment. They enjoy contributing at circle time and are able to make choices linked to their own likes and dislikes. Children are very aware of the routines and rules of the setting and older children are happy to comply. Children behave well and have caring attitudes to each other and the staff. They maintain attention and sit quietly when appropriate.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are very aware of rhyme, recognising and copying the rhythm in the line up song. They are aware that print carries meaning and enjoy having stories read to them. Older children can recognise their own names. However, children do not ascribe meanings to marks in play or write for a purpose. They are building vocabulary that reflects their experiences and are able to demonstrate this by spontaneously singing songs related to the weather, for example 'rain rain go away'.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children are competent in the use of mathematical and positional language, using it in context to describe the shape, size and position of resources such as play dough shapes. They willingly attempt to count and older children count to five and beyond. However, a lack of numerals in the setting limits children's opportunities to show curiosity in number. Children recognise shapes in the environment and recreate patterns in play with sand.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children show good levels of curiosity and investigate resources such as banana play dough using their senses. They have a good sense of time and can recall past and present events like going to Hull Fair with good detail to describe the rides. Children regularly access the local community to develop a sense of place. However, they are not developing an awareness of beliefs and cultures outside their immediate experience.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children show a good awareness of space and negotiate the confined space of the parachute with confidence. They have good balance and co-ordination skills and use a good range of equipment including balance beam and hoops to develop their skills. Children do not construct with large materials such as cartons, lengths of fabric or planks. Children are aware of changes to their bodies when active and are beginning to understand them.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children eagerly explore media and materials in the form of play dough, sand and water and are able to describe the textures they discover. They display high levels of enthusiasm in musical activities which include rhyme and rhythm. Children have good imagination in physical play and energetically imitate the different speeds of the wind. Too much adult direction limits children's freedom of expression in art and design.	

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 staff knowledge of the Foundation Stage to ensure the planning and observation records for children are clear and based on the stepping stones or early learning goals according to the child's stage of development
- increase children's awareness of the different purposes of writing; the use of numerals in the setting to allow children to show curiosity in number and increase their awareness of beliefs and cultures outside their immediate experience
- increase children's opportunities to construct with large materials, and their opportunities for free expression of ideas, thoughts and feelings through art and design.

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.