



## **Kinder-Co Preschool Ltd**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY247027
<b>Inspection date</b>	17 May 2005
<b>Inspector</b>	Cilla Burdis
<b>Setting Address</b>	United Reform Church, Front Street, Winlaton, Tyne & Wear, NE21 4RF
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<b>E-mail</b>	
<b>Registered person</b>	Kinder-Co Pre-School Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Kinder-Co Pre-school opened in 2003. It operates from the United Reform Church Hall and is situated in the Winlaton area of Gateshead. A maximum of 26 children may attend the pre-school at any one time. The pre-school is open each weekday from 09:00 to 15:30, term-time only. All children share access to a secure enclosed outdoor play area.

There are currently 33 children aged from two to under five years on roll; of these 25

children receive funding for nursery education. Children come from a close catchment area, as most of their parents live locally. The pre-school is not currently supporting children with special educational needs nor children who speak English as an additional language.

The pre-school employs five staff. There are four staff members, including the manager, who hold appropriate early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children enjoy a wide range of activities that contribute to their good health. There are daily opportunities for children to participate in physical activities, both indoors and outdoors, to promote physical development. Children enjoy these activities and are beginning to gain good control of their bodies. Their developing confidence and enthusiasm for these activities is apparent.

The cleanliness of the setting is satisfactory overall. Toys and equipment used by the children are of a good, clean standard. Children are not taught effectively about personal care in all areas because of staff's inconsistent practice. While children are encouraged to wash their hands after using the toilet, they do not wash their hands before their snack.

There are measures in place to ensure that staff are clear about children's dietary needs. The drinks provided are good; children can choose from milk or water; however, the food provided does not promote healthy eating.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

There are very effective systems in place to keep children safe in the setting including closed circuit television on the outer door and locking devices on all internal doors. The group has sole use of the premises during the hours of operation. Children move freely and safely around the environment. Staff's vigilance with regard to keeping children safe is very good. Children access a wide range of good quality equipment independently. Children's independence is encouraged well in most areas of the setting.

Children are developing an understanding and awareness of ways to keep themselves safe because staff provide sensitive reminders for the children, such as reinforcing the number of children that can play safely in certain areas of the setting.

Children are well protected from possible abuse or neglect. Staff have attended training and show a good understanding of the procedures to follow should they have any concerns. They are fully aware of signs and symptoms to look out for.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Children enjoy a good range of stimulating activities, they concentrate well and enjoy listening to stories and joining in with action rhymes. The children are building very good relationships with staff and other children. They are very happy in the setting and are becoming confident communicators as they share ideas for play and recall events that are special to them.

The settling in procedures are good and take into account the individual needs of the child and their parents. As a result children have settled very well and their confidence is apparent. The planning of children's activities overall is very effective and results in staff having a very good understanding of the development needs of each child.

The setting is organised effectively so that children know where to select the resources they require. Children's learning is well supported by this organisation as they can freely explore sand, water, paint, construction materials and role play resources. Children are thus enabled to represent their ideas, experiences and feelings in a variety of ways.

### **Nursery Education**

The quality of teaching and children's learning is good. The staff have a good knowledge of the foundation stage and how children learn effectively. Children participate in a good range of interesting activities which staff adapt in accordance with each child's individual needs and interests. The children are highly motivated and are developing good dispositions towards learning; as a result they are making good progress towards the early learning goals.

Children's achievement is clearly linked to the stepping stones. The effective observations and assessments mean staff are clear about each child's abilities so they can provide sufficient support and challenge to ensure that progress is made. Staff's good knowledge of each child helps them meet all their needs including those with special educational needs.

Children have settled well in the setting and show a sense of belonging as they greet staff and each other. They are involved and interested in activities throughout the session. The children display emerging self-confidence and independence, freely selecting equipment for themselves and taking responsibility for their personal care. The children enjoy role play; their imaginations are stimulated by the resources provided for them. The children are showing care and concern for others and support younger children with tasks or aspects of personal care. They enjoy listening to stories and join in rhymes and songs with great enthusiasm. Children are learning that books are a useful resource to gain information about the world around them. Most of the children are confident speakers and enjoy sharing their knowledge, experiences and ideas with others. Children are developing good number skills and are developing increasing skill in number recognition and counting; however, opportunities to encourage children to use calculating skills are sometimes missed by

the staff.

The good organisation of the setting enables children to freely experiment and explore through practical play using the materials and resources provided including paint, water, sand and magnifiers. Visitors to the setting and visits to the local shopping centre develop children's knowledge of the local community and stimulate their imaginations as they incorporate what they have seen in their role play scenarios.

Children are provided with many opportunities to develop physical skills through the activities provided. Children are able to develop fine motor skills by manipulation, construction and mark making. Physical activity is well promoted with opportunities for children to practice skills, take risks and receive appropriate challenges in a safe, well supervised environment.

Children concentrate on activities for periods of time, either as individuals or in a group activity. They relate well to others and seek out other children to participate in activities and share experiences with them. The staff praise and support the children appropriately and provide encouragement and challenge to promote developing skills.

Overall, children are making good progress in all areas of learning.

### **Helping children make a positive contribution**

The provision is good.

The children are greeted and welcomed into the setting by the staff who know each child very well. The setting has effective arrangements to care for children with special educational needs and children whose second language is English, although none currently attend. Children behave very well and display a good understanding of the ground rules of the setting. They are keen to take responsibility for example, parking the large, toy cars and tidying up. Older children are developing care and concern for others; they regularly help younger children with difficult tasks for example, helping children to fasten their coats and helping them down the slide. Children's understanding of what is right and wrong is developed well through the clear and consistent boundaries set and the age appropriate methods used by staff including explanation and distraction.

Children are beginning to gain a good sense of their local community with visits to the local shops, hairdressing salon and by posting letters. Staff use these visits as good learning opportunities to stimulate children's interest in what goes on around them. The children can later imitate what they have seen during role play activities that are supported by the provision of relevant props. Children also enjoy visits from local people such as the local librarian who reads them a story. Children's knowledge and understanding of the wider world is fostered by celebrating festivals and using a good range of resources that promote positive images of the diverse society in which they live; however, some of these resources are not always made available to the children but are brought out to link to specific themes.

Partnerships with parents and carers is satisfactory. Children benefit from the settling-in procedure and the initial sharing of information to inform staff about the child's attainments. Information about children's development and achievements is only shared formally at the end of the academic year. Children's development files are made available to parents to monitor their child's activities and progress; however, parents do not receive information about the educational provision and are not given regular opportunities to discuss their child's development and learning. A notice-board, letters and newsletters keep parents updated regarding general aspects of the provision. The setting fosters children's spiritual, moral, social and cultural development well.

## **Organisation**

The organisation is satisfactory.

Polices, procedures and records are well organised and work effectively. Staff display a strong commitment to training which they find has a positive impact on their own skills and the care and education they provide.

Staff have a good awareness of the Curriculum Guidance for the Foundation Stage and are applying their knowledge to effectively support and monitor children's development. All staff hold relevant childcare qualifications and show an ongoing commitment to training which has a positive impact on their own skills and the quality of care and education they provide. They have identified areas to improve the setting for example, the 'home corner' which is not being used by the children and to further develop the planning system. The manager has a clear view of the setting's current strengths and weaknesses and is committed to the ongoing development of the setting. Overall the leadership and management of the setting is good.

The manager monitors teaching and learning effectively through observations of practice and during the staff meetings when the evaluations of activities are reviewed. Staff know the children very well and have a good understanding of each child's developmental needs. Activities are focused towards the needs and interests of the children which keeps them involved and interested; however, snack time is not used effectively to develop skills, conversation and independence. Overall, the needs of all children who attend are met.

## **Improvements since the last inspection**

The last Children Act inspection raised five recommendations: to introduce a diary system; to display details of how to make a complaint; to display children's artwork rather than art directed by adults; to ensure that children are not at risk from hot water and to introduce a monitoring system for records to ensure accuracy in which mistakes and alterations are evident.

The pre-school did introduce a diary system which they felt did not address the needs of all the children so it was discontinued. This is to be reviewed by staff to assess this system's effectiveness for the younger children.

Details of how parents can contact Ofsted to make a complaint are now recorded and on display.

Children's artwork is displayed. This is their own creation and not that directed by adults.

Staff have implemented procedures to protect children from the hot water. They make sure that the water is mixed to a suitable temperature in the wash basin before children wash their hands.

Any alterations made to records are not deleted but amended so as to reveal the previous entry and retain the integrity of the recording.

### **Complaints since the last inspection**

There are no complaints to report.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that children are learning about good hygiene practice and the benefits of a healthy diet
- use snack time effectively to develop skills, conversation and independence.

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- provide children with more opportunities to develop their calculating skills
- develop the partnership with parents to ensure that they are fully informed about the educational provision and are regularly updated about their child's development and achievements.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)