

Kibworth Pre-School Nursery

Inspection report for early years provision

Unique Reference Number	226422
Inspection date	08 June 2007
Inspector	Kate Bryan
Setting Address	The Bungalow, Kibworth High School, Smeeton Road, Kibworth Beauchamp, Leicestershire, LE8 0LG
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Registered person	Susan Carole Merlane and Carole Norton
Type of inspection	Integrated
Type of care	Sessional 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.

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?

Kibworth Pre-school Nursery opened in 1969. It operates from a bungalow in the grounds of Kibworth High School in Kibworth Beauchamp. The pre-school serves the Kibworth Beauchamp community and surrounding areas to the south of Leicestershire.

There are currently 36 children from two to four years-of-age on roll, this includes 33 funded children. Children attend a variety of sessions. The group has supported children with special needs and children with English as an additional language.

The pre-school opens 5 days a week during school terms. Sessions are from 09:00 until 12:00 Monday to Friday and 13.00 on Tuesdays.

There are five staff who work with the children of which two have early years qualifications and two are undertaking training. The setting receives support from the local education authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in an environment where there are high expectations about the promotion of hygiene. For example, children are aware that they must wash their hands after using the toilet and know the reasons why this is important. A range of policies relating to procedures for giving out medication and about children who are unwell supports these. However, there is no hot water at the group which means children's hygiene is not promoted effectively. Good systems are in place for recording accidents and medication and staff with first aid qualifications contribute to children's immediate safety and welfare.

Children learn appropriately about healthy eating in activities, such as a shopping list game where they talk about food they have eaten at home. The setting actively promotes healthy eating and snacks and drinks are provided which include water and a biscuit. Staff sit with children at break time but there is no discussion of healthy eating which means this is not promoted effectively with children.

Children benefit from having an enclosed outdoor area which enables them to develop their whole body movements in activities, such as using a tunnel, cars and participation in a Sports Day. They also have access to indoor equipment, such as a climbing cube and slide, so they can enjoy challenges throughout the year. All children develop their small hand skills well through activities such as painting, using plasticine, sticking, construction and using scissors.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in an environment which is effectively organised to promote their safety. The group operates from a large room in a bungalow and tables and resources are laid out so that children can move safely around these. They use good quality equipment which supports their learning in all areas and sound systems are in place to check that they remain safe. Children can easily access resources and work at low tables and chairs which means they can sit comfortably and safely.

The facility is secure so that children are not able to leave unsupervised and staff closely and effectively monitor access which is gained via a locked gate and front door. Staff monitor the accident and incident book to ensure that any possible hazards can be identified and removed so children's safety is enhanced. Children are protected from the risk of accidental injury because staff supervise them vigilantly and there are comprehensive risk assessments in place, including daily check lists, to reduce potential hazards. A clear policy is in place to ensure that children are kept safe whilst on outings. This is achieved as staff ratios are maintained and children wear name tags. Children are learning to keep themselves safe through discussion and safe practices, for example, staff remind them not to open the door as they wait to go outside.

Children's welfare is effectively promoted because staff have a clear understanding of their responsibilities regarding child protection. They are fully familiar with the setting's policies and procedures and their responsibilities within this. The manager has also attended training in this area.

Helping children achieve well and enjoy what they do

The provision is good.

Children are confident and happy in the setting and can make choices from a good range of stimulating activities. For example, they can use the reading corner, wear dressing up clothes, play with cars on the car mat or enjoy sand play. Children are good communicators because staff spend time talking to them about things which interest them, for example, what they have been doing at home. Staff ask questions arising from this, such as 'Who has a sleeping bag?', so that all children are engaged. Children have many opportunities to foster their imagination and creativity in a wide range of craft activities and a child was delighted with a dinosaur he had made from clay. Children also take home a portfolio of their work at the end of each year so parents can share in their achievements. However, the 'Birth to three matters' framework is not used to plan activities for younger children which means their progress cannot be assessed effectively against this.

Very warm relationships are in place between the staff and the children which means that children learn in a happy and relaxed atmosphere. They receive lots of praise from staff which promotes their confidence well and they can access activities independently which promotes choice. Staff meet the individual needs of children well, for example, a dinosaur project was undertaken to respond to the particular interests of a child.

Nursery Education

The quality of teaching and learning is good. Children are making good progress towards the early learning goals in all areas of the curriculum. Long, medium and short term planning ensure that all areas of learning are covered. However, observations are not frequent enough to show how children have progressed. Regular assessments are in place for children but planning does not show clearly how the needs of individual children will be met. Staff use a good range of questions to encourage children's thinking, for example, asking them about what they had seen when they were outside. They provide a stimulating and well organised environment which enables children to enjoy their play and learning.

Children are interested in the range of activities provided and are encouraged to initiate their own games and independently select resources. They show a strong sense of belonging as they talk about what is important to them, they listen to each other and learn to take turns as they confidently speak before the large group. They are learning to be independent as they put on their coats and take drinks and snacks to other children at break time. Children enjoy making up their own stories as they draw and play, for example, in the home corner. They freely select from a wide range of books and enjoy looking through these, understanding that print has meaning. Children use a wide range of materials to make marks and enjoy practising their writing skills. Most children are able to write their names independently and they benefit from being able to see letters and print displayed around the room. Children confidently use numbers during practical activities and daily routines, such as counting squirrels when they are outside. They enjoy singing a variety of number rhymes which introduces them to the concepts of addition and subtraction well. Children can use a range of mathematical language to describe size and have a growing awareness of shapes. They have very good opportunities to find out about the natural world and enjoy exploring their environment. They learn how to care for plants and flowers and have opportunities to observe changes as they plant seeds. Children enjoy using a magnifying glass to look at insects and some can confidently name growth stages, such as a chrysalis. They are developing a good awareness of the uses of information technology and are skilful in using a computer and a range of programmes. Children talk with interest about

their own lives and those of people they know. They have good opportunities to develop their awareness of the local community and learn about the cultures and beliefs of other people. Children are developing a good awareness of space and movement through regular use of the outdoor area. Their whole body movements are promoted through activities, such as music and movement and action songs. Small hand skills are also well developed as they work with clay and learn to manipulate a mouse. Children's imaginations and creative skills are developed through a wide variety of activities, such as role play, painting, music and craft activities. They enjoy making animals using plasticine and have created using a variety of materials, such as pasta, felt and feathers.

Helping children make a positive contribution

The provision is good.

All children are welcome at the group and have the opportunity to join in with all activities. A policy about Special Educational Needs ensures that children with learning difficulties and/or disabilities receive an appropriate service. For example, links are in place with external agencies, such as the speech therapist and psychologist, to ensure children receive any help they may require. Children behave well because staff are good role models, they are calm and kind and move quickly to comfort crying children. Children receive lots of praise for their efforts and achievements, such as drawing, which effectively raises their self-esteem. Children are beginning to develop an awareness of differences in society by accessing a range of play resources that reflect positive images of the wider world. They also acknowledge a range of festivals, such as Diwali, which teaches them about the beliefs and cultures of others. Staff have a good knowledge of children's changing needs through regular communication with parents and the use of clear admission forms.

Younger children settle well because staff ensure that each child is treated individually. This means parents can stay with them for as long as is needed to help them settle. A key worker system also helps children to feel secure as they have the consistent support of someone who is known to them. Staff work closely with parents to share information about their child's progress and are available to be spoken with daily. Parents receive a good range of information about the setting which includes a prospectus, information on a parent's notice board and newsletters.

The partnership with parents and carers is good. A prospectus informs parents of the six areas of learning and opportunities are in place for them to learn more about this, for example, at Open Days. Parents are also invited to share their skills and interests with the group and complete a baseline assessment of their child so staff can build upon their strengths and interests. Children benefit from their parents being actively involved in their learning. For example, children take home book bags which encourages parents to help them develop their word power. Staff regularly share assessment records with parents to keep them informed about children's progress and development. Parents are also encouraged to complete an assessment with their children so they can share in their achievements. Children's social, moral, spiritual and cultural development is fostered. Staff introduce children to their own and other cultures appropriately, they support children in behaving well and are beginning to promote children's personal, social and emotional skills effectively. For example, children took part in raising funds on Red Nose Day so they are learning effectively about the needs of others.

Organisation

The organisation is good.

The setting is well organised which allows children to move around their environment in safety. Quiet areas, such as the reading corner, also ensures children can sit peacefully if they wish to. Children have regular access to an outdoor area which means they have a good balance to their day of indoor and outdoor activities. All legally required documentation, which contributes to children's health, safety and well-being is in place.

Sound recruitment and selection procedures ensure that staff working with children are suitably vetted and qualified. However, the use of application forms would enhance recruitment procedures. Staff have a clear understanding of their roles and responsibilities due to relevant induction procedures and on-going support through team meetings.

Leadership and management of nursery education are good. Staff work well together as a team and regular appraisals ensure their training needs are known. Training is well supported and this ensures children benefit from staff who are current with child care practices. The manager has a vision for the group which involves working towards a quality framework. She has a clear understanding of the group's strengths and weaknesses and has a development plan in place to ensure children receive a quality service. Overall, the provision meets the needs of the children for whom it provides.

Improvements since the last inspection

At the last nursery education inspection the provider agreed to ensure all written observational records clearly convey the observations seen and further improve curriculum planning to ensure other cultures and beliefs are consistently incorporated. Observational records are now accurate and planning includes other cultures and beliefs so children receive a balanced curriculum.

At the last care inspection the provider agreed to ensure the child protection policy relates to local area child protection committee guidance in relation to any allegations of abuse made about staff, ensure the complaints procedure includes the telephone number of the regulator and is more readily accessible to parents and ensure the policy statement for uncollected children details all the necessary procedures to be followed. All policies and procedures are now in place which has enhanced care for children.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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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):

- promote children's health by ensuring they have access to hot water
- take steps to promote children's awareness of healthy eating
- ensure that the 'Birth to three framework' is used to plan activities for younger children
- ensure that recruitment procedures are enhanced by using an application form

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):

- improve the frequency of observations to ensure each child is progressing appropriately
- improve recording practices so that planning for individual children clearly shows what they have learnt and need to learn next.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk