

Kinder-Co Preschool Ltd

Inspection report for early years provision

Unique reference number	EY247027
Inspection date	29/09/2008
Inspector	Andrea, Jane Lockyer
Setting address	Front Street Church, Front Street, Winlaton, Tyne & Wear, NE21 4RF
Telephone number	0781 2665169 (M)
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Kinder-Co Preschool has been registered since 1997. The group is located within Front Street Church Hall in the Winlaton area of Gateshead, Tyne and Wear. Local amenities and public transport systems are within walking distance. Children have access to three core rooms and also have use of the larger hall, all of which are on the ground floor. There is a safe and enclosed area for outdoor play. The group is registered to care for 26 children aged from two years to five years. It is open term time only from 09:00 hours to 15:30 hours. Children attending the group are mainly from the local and surrounding area. Currently, there are 23 children on roll.

The group support children who have learning difficulties and disabilities. There are four full-time staff who work directly with the children, two of whom hold a level 4 childcare qualification and two who hold a level 3 qualification. The group is registered on the Early Years Register.

Overall effectiveness of the early years provision

Children thoroughly enjoy their time at Kinder-Co Preschool. The staff provide a warm, caring and nurturing environment for children and their families and carers. Staff have sound knowledge and understanding of the children in their care, which ensures that all children's individual needs are met well and their welfare and learning is promoted. Children are kept safe and secure, and enjoy learning through a range of well planned activities which take account of their stages of development and individual interests. Good systems are in place to monitor children's learning which ensure that children make good progress towards the early learning goals. The staff have close working relationships with parents and other childcare professionals which are used to promote good quality care and education. Inclusive practice is a high priority and staff are effective in ensuring the needs of every child are fully met and families and carers feel included. Staff have good systems in place for monitoring and evaluating their practice as well as identifying areas for further improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- provide children with more opportunities to develop their Information and Communication Technology skills and use programmable toys to support their learning
- provide children with more opportunities to develop their learning in the outdoor environment
- ensure that the toilet areas for children are clean and well maintained.

The leadership and management of the early years provision

A comprehensive range of policies and procedures, effectively implemented, promote children's health, welfare and safety and ensure children's needs are met. Robust procedures are in place for the recruitment and vetting of staff. All staff are experienced and well qualified. Staff are highly motivated and are committed to continual improvement; they regularly research the internet, media and attend a variety of training courses and workshops to improve the provision for children. Risk assessments are in place to ensure children's safety both in and out of the premises and whilst on outings. Staff are secure in their knowledge and understanding of child protection to ensure all children are safeguarded. The manager and staff monitor the provision through observation, discussions and recently being involved in Gateshead Council's Healthy Foundation Award which included evaluating and improving practice in promoting a healthy lifestyle. The group have now received the award. The manager has identified areas for improvement, such as the upgrading of the toilet facilities and developing the outdoor area. A book loaning scheme has been introduced and the rooms that children use have been changed which has had a positive impact on the children. All improvements have been made from the last inspection. Good staff deployment and high staff to child ratios ensure children's needs are met.

Parents and carers receive good information about the provision, their children's care, learning and development. They are provided with copies of all policies and procedures and have access to all written records. Individual progress records, photo portfolios and termly assessments provide parents and carers with good information about their children's progress and achievements. Newsletters keep parents and carers informed about current topics and themes their children are involved in and suggestions on how to support their children at home with what they are learning at the preschool. The introduction of a book loaning scheme and information sheets for individual children to promote communication, language and literacy skills has been well received by parents and carers. All parents and carers are asked to complete an initial assessment sheet for their children which gives staff knowledge of children's starting points as they start the preschool, as well as health, dietary needs, likes and dislikes, and children's interests.

Good support is provided for children with learning difficulties and disabilities; higher ratios of staff are provided and activities are adapted to include children in all areas of learning. Good links are made with teachers from schools children feed into which ensures the transition to school runs smoothly for children.

The quality and standards of the early years provision

Children are well supported in their learning through the staff's sound knowledge and understanding of the Foundation Stage and the methods that help children learn. Children enjoy interesting topics and themes, such as road safety and healthy eating, which are supported by good resources, such as visits from the police and lollipop person, visiting shops to buy fresh fruit and vegetables for their snacks, as well as an excellent range of books. They have a good balance of adult-led and child-initiated activities to choose from and staff work successfully in ensuring all children are involved, well supported and have good opportunities to practise and consolidate their learning. Focussed activities are planned well to ensure that all children are able to take part and that more able children are challenged to extend

their learning. Children settle well and enjoy their time at the preschool. They are motivated to learn and eagerly engage in an wide range of stimulating activities that enhance their development and learning skills. They are encouraged to select their own resources which has a positive impact on their confidence and motivation. Children's understanding of numeracy, shape and colour are promoted through everyday situations; for example, helping to mix different coloured paint, counting and calculating how many shapes of play dough are needed to cover dots on a ladybird picture. They have good opportunities to form relationships and socialise with one another, share and take turns as they develop their own play in the role play area, and come together for a snack. Staff are proactive in supporting children's communication, language and literacy; they ask open questions, involve children in story time, and extend their vocabulary; older children are attempting to write their own names and recall stories from books. Children make regular visits to the library and enjoy story sessions at the group from a visiting librarian. Books are used effectively throughout the setting to support children's learning, for example, cookery books in the home corner. Children who have speech and language difficulties are supported well by use of pictorial cards and a planning board where they are able to point to activities or resources they want to play with. Staff have a clear understanding of children's abilities and developmental stages, and plan activities that cover all areas of learning, which take account of children's individual interests. Children have trusting and caring relationships with staff who know them very well. They show confidence and are developing good levels of independence as they think about what they want to do and select from a wealth of good quality, easily accessible resources. However, children have limited opportunities to develop their information technology skills, use programmable toys and to further their learning in the outdoor environment.

Children are making good progress across all areas of learning. Children are inspired to learn through the staff's own enthusiasm and are skilfully guided to extend their own play and learning. All children are effectively assessed, using good, clear systems that are updated regularly and used effectively to plan the next stage of learning. Most areas are well maintained to support children's learning and needs; however the toilet facilities are in a poor state of repair.

Annex A: record of inspection judgements

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.