

Kinder-Co Pre-School Ltd

Front Street Church, Front Street, Winlaton, Tyne & Wear, NE21 4RF

Inspection date	05/11/2013
Previous inspection date	29/09/2008

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Teaching is good because of staff's positive interaction, effective use of resources, both inside and outside and challenges to stretch and support children's learning.
- The experienced staff's caring and sensitive manner helps children form secure emotional attachments and develops their confidence. This builds a strong and secure base for children's increasing independence.
- Children are kept safe and their care needs are met well by enthusiastic staff, who are supported well by the strong leadership and management team.
- Staff develop very positive relationships with parents and use a range of effective methods to strengthen the link between home and pre-school.

It is not yet outstanding because

- Staff occasionally do not give children time to think about their responses to questions that they ask, so that children can put their thoughts into words as part of their language development.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector had a tour of the premises and observed activities in the playrooms and outdoor area.
- The inspector met with the manager, carried out a joint observation and spoke with staff and children at appropriate times during the inspection.
- The inspector looked at children's development records, planning documentation, evidence of suitability of staff working in the pre-school and a range of other records, policies and procedures.
- The inspector took account of the views of parents through discussion at the inspection.

Inspector

Lynne Pope

Full report

Information about the setting

Kinder-Co Pre-School Ltd was registered in 1997 on the Early Years Register. It is situated in Front Street Church Hall in the Winlaton area of Gateshead and is managed by a limited company. The pre-school serves the local area and is accessible to all children. It operates from two rooms and there is an enclosed area available for outdoor play.

The pre-school employs four members of childcare staff. All staff hold appropriate early years qualifications at level 2 and above, including two staff with Early Years Professional Status.

The pre-school opens Monday to Friday during term time. Sessions are from 9am until 3pm. Children attend for a variety of sessions. There are currently six children attending, who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance teaching strategies, so that staff consistently give children thinking time to put their thoughts into words to further support children's language development.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The quality of teaching is good because staff have a very clear understanding of their responsibility towards children's learning. They provide a wealth of experiences, activities and resources to support and stretch children in their learning. They complete an entry record when children first start, which shows children's starting points. This helps staff to plan effectively for each child's development. The key person plans weekly for individual children. This shows the areas of learning that staff are focusing on for each child. Regular observations are recorded of children's activities. Staff then use these observations to plan future activities and to complete an overall assessment sheet at the end of each term and to write a summary of children's progress that gets sent home to parents. This keeps parents informed about their children's progress in their learning and development and means that they can continue their children's learning at home.

Children are cared for in rooms according to their age and ability and confidently explore their environment and are keen to try new experiences. Exciting activities that stimulate children's interest are planned and carried out. For example, staff introduce a painting activity based on fireworks. They talk to children about their understanding of fireworks

and provide resources that children can select from to do their painting. Children have a great time as they select what colour paint they would like and squeeze the paint directly onto their paper from the bottle. They spread the paint round using tooth brushes and scrapers and staff draw their attention to how the colours are changing as they add more to them. This activity helps children to learn about the different colours of paints, such as silver, gold, yellow and red and to understand that the colours can change when they are mixed together. Teaching is good, staff support children in their self-chosen activities, talking to them as they play and joining in where appropriate. For example, in the sand tray, they encourage children to fill up containers and to pour the sand through a funnel. They ask children what has happened to the sand and what will be different if it is wet. However, sometimes in their enthusiasm, they do not wait for the children's response, which hampers children's time to think about their reply. Staff follow children's interests and make sure that they have good quality resources to support this. For example, they provide natural resources, such as stones and shells to support children's play. Children examine the different stones and are able to describe the texture, saying that they are smooth. They use their imagination really well as they explain the small stones are eggs and they are looking after them until they hatch. Staff use effective teaching strategies to promote children's communication and language skills and they use techniques from the 'Every Child a Talker' programme to support children's language development. This includes playing matching games, singing rhymes and repeating words and sentences that children say, so that they begin to learn the correct pronunciation. The manager and some staff have done Makaton sign language training, which means that they can communicate with less able children and they use picture books of resources to help children identify what they want to do. When children practise their language skills to express themselves, staff support them by giving meaning to their words in the correct context. For example, children say that the bark feels grouchy and staff explain that grouchy means that someone is not happy. Staff offer support and experiences that stimulate children's imagination. For example, they provide natural resources, such as off cuts of wood outdoors. Children make a track, laying the pieces next to each other and run a car along the track. Information and communication technology resources encourage children to find out how to make them work. In the home corner, children play with a toy microwave, which they understand lights up and sends the plate round inside when they press a button. They expertly use a remote control to send a car round the floor and use toy microphones as they give a performance on the stage. Staff extend children's experience and expand their imagination through providing music and cloths to drape themselves with. Children pretend to be a cat and move their bodies in time to the nursery rhyme music that is playing and sing along to baa baa black sheep. Overall, children's learning and development is in line with the expected developmental ranges for their age. As a result, they are obtaining the skills, attitudes and dispositions they need to be ready for school or the next stage of learning.

Parents are warmly welcomed into the pre-school by the approachable staff. Staff encourage them to take part in their children's learning and development. They send home a 'me, my family, my world' book where parents record significant events in their children's lives that are then shared with the staff. Barnaby bear is also available for children to take home with his suitcase of clothes and props, such as toys for the bear. Parents record activities they have been involved in and add their own photographs. Both these strategies help staff to find out about children's activities at home, so that they can

incorporate children's interests into their planning. Staff involve parents in their children's access to books. They provide 'talk kits' that children take home, which include a book and props to support the story. A sheet explains to parents how they can use the kit with their child, such as what words they can use, activities and extension activities.

The contribution of the early years provision to the well-being of children

Children are well supported with their transition from home to pre-school through the staff's sensitive approach to settling in. This is guided by close communication between parents and key persons to support each child's individual needs. Children are clearly comfortable with all staff and develop strong bonds and secure attachments. As a result, children's emotional well-being is securely supported. Their behaviour demonstrates that they feel safe and secure and they are confident and at ease as they happily approach visitors. Staff are very good role models. They treat children with kindness and respect and speak calmly to them. Children are well supported with learning how to manage their own behaviour and become tolerant of others, for example, sharing and waiting their turn. Discussion during everyday activities helps children to learn how to keep themselves safe. For example, during the fireworks painting activity, staff re-enforce why children should not go near a bonfire. Children demonstrate their understanding as they say it might burn them and that they go bang.

Staff provide a very stimulating environment for children. Both indoor and outdoor areas are well resourced with a wide range of good quality equipment, activities and positive interaction, which engages their interest and develops independence. Children gain high levels of confidence and curiosity by the enthusiastic encouragement from staff. Children's physical development is positively promoted. Staff have considered that the younger children need physical activity both indoors and outdoors, so they provide soft play equipment in one of the playrooms for children to use. Children have plenty of space to move round and use their large muscle skills as they climb the steps on the soft play and fit their bodies through the tunnel underneath. This gives children the skills to climb confidently in a safe environment. Outside children experiment with different ways of moving. They ride tricycles and balance along some upside down tubs. They have great fun successfully blowing bubbles and chasing them. A nutritious variety of healthy snacks is offered, which includes fresh fruit. Parents provide a packed lunch for their children and staff give advice, through displays and leaflets in the entrance, about providing healthy options. Children have been involved in planting and growing outside, where they have observed beetroot and plants grow. This gives staff the opportunity to teach children about where different foods come from and at snack time, they talk to children about what their favourite foods are. Staff promote children's self-care skills really well. On arrival at pre-school, children find their picture and name card and self-register themselves in a box, to show they are here. Children learn to be independent in dressing themselves through the regular opportunities to put on and take off their coats and they recognise their picture on the coat peg, so that they can replace their coat where it belongs.

Staff have a good knowledge of how to prepare children for moving to another setting. Children visit the school with staff and school staff visit the pre-school to get to know the

children before they start. Staff share children's development records with school staff to ensure that there is continuity in children's learning and development.

The effectiveness of the leadership and management of the early years provision

All staff understand their roles and responsibilities to protect children. They are vigilant regarding child safety and are proactive to minimise potential hazards, enabling children to explore safely and freely. Excellent adult to child ratios are maintained and staff are very well deployed, ensuring that children are well supported in their play and learning. There are robust recruitment and induction procedures and clearly written policies and procedures are well implemented, to support children's safety and welfare. Staff understand their responsibilities to safeguard children and capably describe procedures that they would follow, to protect children from harm or neglect, should a concern be raised. Ongoing staff development is encouraged through well-considered and purposeful staff appraisals and support is given to undertake further training. This has a very positive impact on staffs' knowledge and understanding. For example, staff have raised their awareness about Asperger syndrome, which helps them understand how the children feel, the symptoms that would alert them and strategies that they can implement in the pre-school.

Good processes are in place to monitor children's overall progress in their learning and development. The manager works alongside staff, she is able to monitor the effectiveness of teaching strategies because she knows the children well. She checks children's development records and reads the development report that staff complete for parents, ensuring that they are done correctly and that she agrees with the assessments that have been made. The overall assessments sheet that staff complete, clearly show how children are making progress and identify if there are any delays or gaps in their development, which can be picked up at an early stage. The management team has a strong commitment to offering high quality care and learning experiences for children. Continuous reflection on practice is enhanced by objective and accurate self-evaluation to sustain improvement. This ensures any areas for development are swiftly identified and promptly addressed. For example, staff identify that some areas of the pre-school are not accessed as much as others, so consider how best to provide resources and change the layout to stimulate children. They consult parents through questionnaires, so that they can incorporate their views into the self-evaluation and take on board advice from the local authority development officer, adding suggested areas for improvement to their action plan. Improvements made since the last inspection demonstrate the management teams drive for excellence. The recommendations have all been successfully implemented. For example, a wide range of information and communication technology resources have been purchased to develop children's early understanding of how different electronic toys work.

Very positive and trusting partnerships are established with parents and daily verbal dialogue is encouraged. Parents' comments, received during the inspection, are very positive. They state that they kept really well informed and receive lots of reports on children's progress and that they can talk to staff at anytime. Staff understand their

responsibility to work closely with other childcare professionals, as appropriate, to support any special educational needs and/or disabilities a child may have.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY247027
Local authority	Gateshead
Inspection number	860274
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	6
Name of provider	Kinder-Co Pre-School Ltd
Date of previous inspection	29/09/2008
Telephone number	0781 2665169

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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