



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 148661

DfES Number: 516494

INSPECTION DETAILS

Inspection Date 06/02/2004
Inspector Name Anne Jeanette Faithfull

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Kilnsea Pre-School (Under 5's)
Setting Address Maiden Place Community Centre
Lower Earley
Reading
Berkshire
RG6 3HE

REGISTERED PROVIDER DETAILS

Name The Committee of Kilnsea Pre-school (Under 5's)

ORGANISATION DETAILS

Name Kilnsea Pre-school (Under 5's)
Address Maiden Place Community Centre
Maiden Place, Lower Earley
Reading
Berkshire
RG6 3HE

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

Kilnsea Pre-School opened in 1990. It operates from a large hall and room situated in the Maiden Place Community Centre in Lower Earley. The pre-school serves the local area.

There are currently 43 children from two to five years on roll. This includes 29 funded three year olds and 10 funded four year olds. Children attend for a variety of sessions. The setting currently supports children with special needs and who speak English as an additional language.

The pre-school opens five days a week during school term time. Sessions are from 09.30 to 12.00 and some afternoon's 12:30 to 15:00.

Seven members of staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Other staff are currently working towards a recognised early years qualification. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP) and the Pre-school Learning Alliance.

How good is the Day Care?

Kilnsea Pre-School offers good quality care for children. The staff work well together as a team and provide a warm, welcoming and secure environment for the children and parents. The staff provide a wide range of interesting and stimulating activities, which encourage the children to play, develop and learn. Children have the opportunity to self-select from a wide range of resources provided for them daily.

The staff are aware of safety issues, regular risk assessments and safety checks take place, children are encouraged to be aware of their own safety and the safety of others. Staff encourage the children to be aware of personal hygiene and develop independence in their personal care. Snack time is a very sociable occasion, staff are aware of the individual diet needs of the children.

The staff know the individual needs of the children well, each child is valued and respected. Staff have high expectations of behaviour which the children respond to positively, the staff are very good role models for the children, they continually offer praise and encouragement. The children are well behaved and secure in their environment. Staff are aware of child protection concerns and the procedures to follow.

The staff have developed a good relationship with the parents, the parents are informed of any events via the parents noticeboard or newsletter. Staff exchange verbal information regarding the children daily. Policies and procedures are in place however the complaints procedure is not displayed for parents to see.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Staff work well as a team and provide a range of activities and experiences which are stimulating and interesting for the children and help to promote all areas of children's development and learning.
- Staff are aware of each child's individual needs, each child is valued and respected. The children are well behaved and respond positively to requests from staff. They have a good relationship with each other and the staff.
- Staff have developed good relationships with the parents, they are happy with the care their child receives and the daily feedback given on their child.

What needs to be improved?

- documentation, complaints procedure to be displayed for parents to see.

Outcome of the inspection

Good

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

Std	Recommendation
12	Ensure complaints procedure is displayed for parents to see.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Kilnsea Pre-School is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. Children's progress in personal, social and emotional development is very good, children are confident, happy, secure and eager to participate in activities.

Teaching is generally good. Staff provide a range of activities and resources to encourage the children's early development, however, there are limited opportunities for the more able children to begin to write their name independently and access information technology on a daily basis. The children behave well in response to the high expectations and sensitive support of staff. There are systems in place to support children with special needs and who have English as an additional language. Staff provide a learning environment, however some staff are still not familiar with the early learning goals. A new recording, assessment and evaluation system has just been put into place and staff are beginning to gain confidence in recording and assessing children's work, however no formal evaluations take place to identify where each child is and how to move them onto the next stage.

Leadership and management is generally good. The committee and staff work well as a team and are committed to ongoing development of staff and continued improvement in the quality of education provided. The staff value the support of the committee. The staff work hard to support each other and contribute well to the running and development of the group.

The partnership with parents is very good. Parents receive information via regular newsletters and a noticeboard. A keyworker system is in place and gives parents the opportunity verbally to share their concerns, observations and discuss their child's progress daily.

What is being done well?

- Staff work well together as a team to provide an interesting and stimulating environment for the children. The children are confident, sociable, well behaved and have a good relationship with each other and the staff.
- Staff have developed a good relationship with the parents. Information, concerns and children's progress are discussed daily.

What needs to be improved?

- development of the new recording, assessment and evaluation system, staff knowledge of the early learning goals so they can identify where children are in their learning and to move them on to the next stage

- opportunities for more able children to write their name independently
- opportunities for children to use information technology in everyday situations and activities.

What has improved since the last inspection?

The pre-school has made generally good progress since the last inspection. Plans now identify which areas are covered in Knowledge and Understanding of the World. Children have the opportunity to sit in small groups with an adult and listen to stories and participate in rhymes. Children, however, still have limited opportunities to use information technology in daily situations and activities.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Relationships are good and children show consideration and support for others. Children are confident, happy and secure and are eager to participate in activities. They are confident in their interaction with staff and can express themselves well. Children respond appropriately to the clear expectations for acceptable behaviour, they have a clear understanding of right and wrong.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children communicate and listen well. Staff extend children's communication and language through everyday activities. Staff make good use of questioning to encourage children's thinking. Children have the opportunity to make up their own stories in the story box sessions. Opportunities are missed to encourage more able children to begin to write their name independently. Staff provide suitable books, which they show children how to use appropriately.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Through everyday activities provided children are given the opportunity to compare size, quantity and shape. More able children can count up to and beyond nine. Children are given opportunities to count individually in everyday routines, and enjoy participating in number rhymes and games.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Staff make effective use of group time to encourage children to talk about events in their own lives, and to begin to learn about the lives of others. Children use a variety of construction equipment, tools and materials to cut, join and build. Children have limited opportunities to experience information technology in daily situations and activities.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Staff use of the indoor area, ensures children's physical skills are promoted. Staff effectively encourage children's awareness of the space both around themselves and others. Children handle tools, materials and objects safely and with increasing control. Staff encourage children to learn useful information about health and hygiene.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children participate enthusiastically in imaginative play and stories. Children are introduced to a wide variety of music, and encouraged to sing songs and rhymes. Staff provide good opportunities to extend children's learning through role-play for example the café. Staff provide a wide range of resources for children to explore a range of media and materials.

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

- provide opportunities for more able children to begin to write their name independently
- increase staff knowledge of the early learning goals
- continue to develop the recording, assessment and evaluation system in place to ensure children's individual progress is recorded, to help identify what children need to learn next, to enable them to make progress towards the early learning goals.

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.