



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 100509

DfES Number: 510611

INSPECTION DETAILS

Inspection Date 22/06/2004
Inspector Name Lorraine Sparey

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Kinson Pre-school Play Group
Setting Address School Lane
Bournemouth
Dorset
BH11 9DG

REGISTERED PROVIDER DETAILS

Name The Committee of Kinson Pre School Playgroup

ORGANISATION DETAILS

Name Kinson Pre School Playgroup
Address School Lane
Bournemouth
Dorset
BH11 9DG

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

Kinson Pre-School opened in 1976 and is managed by a voluntary committee. It operates from Kinson Primary school site in Kinson, Bournemouth. The children have access to a large classroom with a separate kitchen and toilet facilities directly off the playroom. They occasionally use a community room which adjoins the playroom. There is a secure outdoor play area at the side of the classroom which is used as an extension of the indoor space. The pre-school have sole use of the playroom.

The pre-school is registered to provide care for 26 children aged three to five years. It serves the local area and wider community.

There are currently 68 children on roll, this includes 41 funded three year olds and 22 funded four year olds. The pre-school supports children who have special needs and children who speak English as an additional language.

The pre-school opens five days a week during school term time, sessions are from 09.00 to 11.30, and 12:45 to 15:15. Children attend for a variety of sessions.

Thirteen staff work with the children, three of the staff have an Early Years Qualifications, and three others are on training programmes. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP) and participates in the "Quality Assurance " scheme run by Bournemouth Early Years.

How good is the Day Care?

Kinson Pre-school provides good quality care for children.

The documentation is well organised, with a range of policies and procedures, covering all aspects of the provision which are regularly reviewed by the committee. However accident records require more details.

The preschool offers a welcoming child orientated environment, the outdoor space is used effectively as an extension of the indoor area, allowing children to move and

play freely. The staff provide good adult support resulting in the children being very confident and relaxed in their play. There is a broad range of quality toys and equipment that the children can choose and access independently.

The staff provide a safe and secure environment, promoting safety issues with the children, for example making a safety video with them at a local safety centre. The staff maintain a hygienic environment, children's hand hygiene practices are particularly good, they instinctively wash their hands and understand why. Staff provide healthy snacks and children can freely access water throughout the session, from the water cooler. The staff demonstrate sound knowledge and awareness in protecting children.

The staff use detailed assessments of the children to plan challenging and stimulating play opportunities. There is excellent interaction between children, staff and peers. The staff promote diversity, meeting children's individual needs which are included in their individual play plans. Children with special needs are well supported within the group. The staff use effective strategies in managing behaviour which children respond well to, and the children's behaviour is very good. Staff are excellent role models and are really good at praising children.

The staff develop good relationships with parents and they are kept well informed by various methods, for example comprehensive prospectus, regular newsletters and informal discussions.

What has improved since the last inspection?

At the last inspection the setting agreed to ensure that the fire safety recommendations are adhered to. The setting has made very good progress. The recommendations relating to the community room has been addressed providing additional space for parents, committee meetings and specific work with small groups of children.

What is being done well?

- The pre-school provides a welcoming child friendly environment. The staff use the space creatively ensuring children have space to move and play freely this also includes the outside area. There is a broad range of quality resources which children can choose from independently.
- Children with special needs are well supported within the nursery and the staff demonstrate good understanding of inclusion, adapting the environment and activities to ensure they are suitable for all children. This adaptation is also evident in the speech group session.
- The staff build very good relationships with parents and they are kept well informed by various methods, for example comprehensive prospectus, regular newsletters, informal discussions and training sessions. There is also a games library that parents can borrow from to play with their children at home.

What needs to be improved?

- accident records require more details.

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
7	Ensure accident entries contain sufficient details.

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

How effective is the nursery education?

Kinson Preschool offers high quality nursery education where children are making very good progress towards the early learning goals in all areas of learning.

The quality of teaching is very good, the staff have clear knowledge of the six areas of learning, and their use of effective questioning and excellent teaching methods, enables children to progress in all areas of their learning. The staff use of detailed assessments and observations ensures effective planning. The children are extremely well motivated in their learning and the staff provide a stimulating and inviting environment. All activities and resources are accessible ensuring the children are interested and challenged. Children with special needs are very well supported within the setting. The staff provide excellent role models, the children are very confident and well behaved.

Leadership and management is very good. There is strong leadership and commitment from committee to provide good quality provision. They encourage and enable staff to extend personal development and any training is cascaded down to all staff. There is a strong staff team who work very well together and are totally committed to the children, linking with other agencies. A variety of methods are used to assess the strengths and weaknesses of the provision.

Partnership with parents is very good. Parents are kept well informed on all aspects of the preschool through informal discussions with staff, comprehensive records, regular newsletters, and parent's information area. There are regular opportunities for parents to discuss their child's individual development and progress with their child's key worker on a one to one basis. Parents feel welcome and comfortable in approaching staff, and are encouraged to be totally involved in their child's learning. Parents are invited to attend an in-depth six week course on the Early Learning Goals increasing their awareness.

What is being done well?

- Children's behaviour is very good, they show consideration for adults and other children, and share particularly well with their peers in their play. They are enthusiastic, and highly motivated in their learning.
- The children have very good opportunities to participate in physical activities on a daily basis, climbing, moving over, under and through, pedalling vehicles, parachute games and drama sessions. The outdoor space is used daily to provide additional space, for example throwing and catching balls. They move confidently about their play spaces having respect for each other.
- The strong committee and dedicated staff team ensure a consistent approach to children's well being and learning. Parents are valued and respected and the staff development is encouraged and promoted.

What needs to be improved?

- increase opportunities for children to write for a purpose, for example in the role play area.

What has improved since the last inspection?

The setting has made very good progress since the last inspection.

Staff complete detailed observations on children which are used to inform future planning and children's individual play plans this ensures children are progressing in their learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children separate well from carers they are enthusiastic and motivated to learn for example they sit quietly at "hello" time and listen with interest to the staff and their peers. Children are very well behaved, they are confident and show consideration to all. They are developing very good relationships with the adults and their peers, relating and making attachments to members of their group.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children listen intently at story time and enjoy looking at books independently, and using them for reference, for example looking at bugs. Children speak confidently during the session, both on an individual level and during group "hello" time. They are beginning to link sounds to letters for example P for Papa, E is for egg. Children can recognise their own names, and the majority are able to write them. However opportunities for children to make marks for a purpose could be extended.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children confidently count to 10 and beyond to 14. They enthusiastically sing number rhymes and songs, sequencing correctly. Children demonstrate good awareness of properties of shapes and can identify within their environment, for example the sun is a circle, the television is a rectangle. Children compare numbers and calculate simple problems through excellent activities and resources provided.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have good use of technology in every day activities and they are also confident to use the computer and laptop showing good mouse control. Children are learning about their own world and the wider community through stimulating projects and visitors to the group, for example paramedics, fireman and the police. There are excellent opportunities for children to explore and investigate through a range of stimulating activities and outings, for example oceanarium.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have very good opportunities to participate in physical activities on a daily basis, climbing, moving over, under and through. They move confidently about their play spaces having respect for each other for example whilst pedalling the bikes. Children learn about bodily awareness through everyday activities and interesting projects, for example looking after babies and keeping healthy.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children are confident to use their imagination engaging in sustained role play and drama. They are encouraged to explore and express their ideas freely, for example under the sea. They have excellent opportunities to explore and recognise sounds and follow simple beats, for example using a fantastic range of musical instruments to say hello. There are varied opportunities for children to be creative selecting their own resources, exploring colour and texture.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weakness to report, but consideration should be given to improving the following;
- increase opportunities for children to write for a purpose, for example in the role play area.

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.