



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 205736

DfES Number:

### INSPECTION DETAILS

Inspection Date 15/07/2003  
Inspector Name Trudy Scott

### SETTING DETAILS

Day Care Type Full Day Care, Out of School Day Care  
Setting Name Kingsway Children's Centre  
Setting Address Kingsway  
Scunthorpe  
South Humberside  
DN17 1AJ

### REGISTERED PROVIDER DETAILS

Name North Lindsey College

### ORGANISATION DETAILS

Name North Lindsey College  
Address Kingsway  
Scunthorpe  
South Humberside  
DN17 1AJ

## 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

Kingsway Children's centre opened in 1985. It is owned by North Lindsey College and operates from the college campus in Scunthorpe. Half the places are for use of students of the college and the remaining 50% for the wider community. Children under three years are accommodated in two units in the main children's centre building with children over three years cared for in an annex located very near by. Each building has a fully enclosed area available for outdoor play.

Registration is for a maximum of 90 children under eight years. There are currently 138 children on roll. This includes 32 funded three year olds and ten funded four year olds. Four children have special needs, one of whom is funded. Currently there are three children attending who speak English as an additional language.

The children's centre opens from 08:00 to 18:00 on Monday to Friday, closing for one week at Christmas and on bank holidays. Out of school care is provided for children aged four to eight years during school holiday periods.

Eighteen staff work with the children, all of whom have early years qualifications. The setting receives support from a teacher from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

Kingsway Children's Centre provides good quality care for children.

Organisation and management of the setting is effective in promoting excellent teamwork. Strong leadership, regular team meetings and an on-going training plan ensures staff are well supported in fully implementing the aims of the setting. The successful participation in a quality assurance scheme reflects the commitment to continuous improvement and development. A comprehensive collection of policies and procedures underpin the day to day running of the nursery.

The accommodation is well organised with separate facilities and appropriate

resources for children in different age groups. Transition of children into different groups is managed sensitively, in consultation with parents.

High priority is given to children's safety. Staff are familiar with and consistently follow procedures outlined in health and safety policies. Children are helped to understand about safety with explanations and guidance from staff.

Relationships between staff and children are very good. Staff interact well with children to help them progress in all developmental areas. Children are happy, secure, confident and well behaved. They are valued as individuals and there are systems in place to ensure children with special needs are well supported and included in all aspects of the provision. A good variety of stimulating toys and play materials is provided. An extensive range of good quality books and inviting reading areas successfully help children enjoy and appreciate books. Interesting and fun activities are offered for older children in the holiday care scheme.

Partnership with parents and carers is very good. Parents receive a variety of good quality information about nursery routines and children's progress and achievements. Many opportunities are provided for parents to share what they know about their children, ensuring children are cared for according to parent's wishes.

#### **What has improved since the last inspection?**

A secure entry system and fully enclosed outdoor play area have been provided in the annex used for children over three years, contributing to the all round safety and security of the children.

The fence in the outdoor play area in the main children's centre has been raised to increase security for the children when playing outside.

#### **What is being done well?**

- Strong leadership and management contribute to the excellent teamwork and good organisation of the setting.
- High priority is given to children's safety. Staff consistently follow policies and procedures designed to keep children safe and well.
- An extensive range of good quality books and inviting reading areas are successful in helping children enjoy and appreciate books.
- Children with special needs are well supported. Staff plan for individual children's needs to ensure all children are effectively included.
- Staff and children have very good relationships with many positive interactions. This helps children feel happy, confident and secure in the nursery and to progress in all areas of development.

#### **An aspect of outstanding practice:**

Teamwork is excellent. Staff at all levels, including students and work experience trainees, are well supported and clear of their roles. Effective induction procedures,

a mentor scheme, regular team meetings and opportunities to participate in further training and development ensure staff feel valued and are well informed. This successfully contributes to the happy, welcoming and inclusive environment provided for children.

#### **What needs to be improved?**

- not applicable

#### **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.*

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

### How effective is the nursery education?

Kingsway Children's Centre provides a happy and secure environment where children enjoy learning and make very good progress towards the early learning goals. Behaviour of the children is excellent in response to the high expectations of staff.

The quality of teaching is very good. Secure knowledge of the early learning goals enables staff to plan an effective and appropriate curriculum. Staff know the children well and use observations to plan for individual children's learning. Children with special needs are well supported. Children learn through a good range of focused and freely chosen activities. Skilful interactions of staff in engaging children in conversations and developing their interest in mathematics contribute to very good progress in these areas. Organisation of the nursery encourages children to make choices and move around confidently. The inviting environment will be further enhanced with displays of children's freely painted pictures. Good use is made of a variety of interesting resources to stimulate children's thinking. Children enjoy well planned physical activities, including the 'Fun Fit' programme. This area of learning will be enhanced by increasing opportunities to construct with large materials.

Leadership and management are very good. Strong leadership promotes a welcoming and inclusive environment in which both staff and parents share a positive approach to learning. Regular staff meetings, an effective appraisal system and access to on-going training is successful in ensuring the continuous improvement and development of the educational provision.

Partnership with parents is very good. Parents receive good quality information about the curriculum and the activities. Many opportunities are provided for parents to share what they know about their children and to participate in their children's learning. They are well informed about their children's attainment and progress.

### What is being done well?

- Children's personal, emotional and social development is very good. Children are confident, sociable, motivated to learn and have caring relationships with each other and with staff. Behaviour is excellent.
- Good quality information provided for parents and opportunities for parents to share in their children's learning effectively contribute to the very good partnership with parents.
- A variety of well planned speaking and listening activities and skilful interactions of staff in engaging children in conversations successfully foster children's language development.
- A good range of interesting activities and resources effectively stimulate children's thinking, particularly in developing their skills in exploration and

investigation.

- The inclusion of mathematics in everyday routines and freely chosen activities ensures children enjoy mathematics and are developing a very good understanding of mathematical concepts.

#### **What needs to be improved?**

- the opportunities for constructing with large materials
- the prominence given to children's free paintings in displays in the environment

#### **What has improved since the last inspection?**

The setting has made very good progress since the last inspection. Praise and reward stamps are used effectively to encourage children to help tidy away toys and equipment. All children actively participate in tidying away.

Children have regular access to a computer and other programmable toys and equipment and are skilful and confident in using them.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Progress is very good. Children are motivated to learn and show independence in selecting activities. They use the whole environment confidently and relate well to other children and to adults. Behaviour is excellent and reflects the high expectations of staff. Children are considerate of the needs of others, share, co-operate and take turns. They show a strong sense of belonging to different communities and talk enthusiastically about home and nursery life.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Progress is very good. Children's speaking and listening skills are successfully fostered in skilful interactions with staff. They are confident in using language to initiate conversations, recall and describe events. They develop their reading skills well as they absorb themselves in books and see familiar words around the room. Regular use of mark making materials effectively supports their development as writers.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Progress is very good. Children count beyond 10 regularly in daily activities and many recognise numerals. They solve simple problems and practice addition and subtraction in daily routines, such as working out how many boys and girls are in the group. They participate in a good range of focused and freely chosen activities to help them develop a good understanding of size, shape and measure.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Progress is very good. Children are curious and interested and have many opportunities to explore and investigate in activities such as building their own wall on a visit to the college building department. Children use the computer and other programmable equipment skilfully, having regular opportunities to practice. They effectively learn about their own environment and the wider world with a variety of well planned activities including walks around the college and visitors to the setting.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Progress is very good. Children move confidently, successfully negotiating obstacles and respecting the space of others. They are developing increasing control in using a range of small equipment, such as scissors and building blocks. They ride bikes, throw and catch balls and use large climbing apparatus skilfully. Development of large physical skills will be enhanced by more opportunities to construct with large materials. Children show a good awareness of their own bodily needs.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Progress is very good. Children explore colour in a variety of ways such as paint mixing, colour washing and printing. They experiment and develop their own ideas when using different textures and materials. Drawings are well advanced. Children enjoy singing, often singing spontaneously in their play, and playing musical instruments. They use their imagination well and make up stories when playing together.

**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:*

- Points for consideration:
- Increase opportunities for children to construct with large materials.
- Give more prominence to children's free paintings in displays in the environment.

*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.*