



Kingsway Playgroup & Pre School Centre

Inspection report for early years provision

Unique Reference Number	EY299635
Inspection date	09 November 2006
Inspector	Lesley Sharples
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Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

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

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Kingsway Playgroup and Pre School Centre has been a part of the local community for many years. It has been registered since January 2005 under the existing registered provider. It is situated in Heysham near to the centre of the village and is close to schools, the health centre and the library.

The provision is set within the scout headquarters, a one storey building comprising of a large room and two small rooms and associated facilities. There is an outdoor area to the rear of the building.

Registration is for a total of 40 children from two to five years. The provision operates term time only. Sessions are offered from 08.30 to 15.30 with a breakfast club from 08.30 to 09.30 and a lunch club between 12.00 to 13.00. There are both morning and afternoon sessions

offered between these times. Currently, 59 children are on roll who attend sessions throughout the week. Of these, 29 are in receipt of nursery education funding. The setting supports children with learning difficulties and/or disabilities and there are none for whom English is an additional language.

There is a staff team of 11, of whom six are qualified or trained in childcare, and three are currently undertaking training. Advice, training and support is gained from the local authority and the setting is a member of the Pre-school Learning Alliance. They have been awarded the Aiming High accreditation in October 2005 which is valid for three years.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are learning effectively about being healthy. This is achieved through their daily routine, because they are encouraged in regular hand washing during significant times of the day. They fully understand the reasons for doing so when asked, 'because they are dirty and have germs'. The procedures also minimise the risk of infection to children, as the sick children policy is shared with parents and staff maintain a clean environment, using antibacterial spray for surfaces. They also act as good role models to the children. Children's health is further promoted because a number of staff hold first aid and basic food hygiene certificates in line with current guidance. First aiders' names are displayed as well as the whereabouts of the first aid box, and documentation in relation to medication and accidents is well recorded. This means that they can prepare food hygienically and offer advice and support in case of accidents or illness.

Children have their health and dietary needs met because staff use information from parents effectively to meet their individual dietary needs. This means that children's dietary requirements and preferences are adhered to at all times. Staff provide a range of healthy and nutritious snacks, which always includes fresh fruit. The snack menu is changed monthly and provides a wide variety of different tastes and textures. This helps to promote children's good health and aids the development of both physical and mental growth. Children go in small groups for snacks and sit at a table with a cloth and a plant on in a quiet room, so that it feels homely. Lunches are provided by parents and these are carefully taken from lunchboxes, named and placed in the fridge to keep food items cool. Children are able to help themselves to water and fruit throughout the day because it is freely available to them. This means that they are never thirsty and can choose when they want to have something to eat.

Children fully benefit from regular opportunities to engage in physical activities. They enthusiastically play outdoors with equipment which promotes their large muscle development, such as using hoops for rolling down the hill and freely running around in the fresh air and sunshine. Indoor activities, such as music and movement, using actual or imaginative musical instruments, wheeled toys, slide and see-saw, further enhance children's enjoyment of movement in many forms. Children are well able to manoeuvre around obstacles, balance bean bags on their head and enjoy the parachute games. This helps promote confidence and children's well-being.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play and learn in a welcoming, safe and secure environment. Generally effective risk assessments are undertaken alongside well implemented policies and procedures to maintain children's safety and well-being. However, the outdoor area is not completely safe for children. The setting is warm and well ventilated. Many examples of children's work are displayed, consequently the setting is bright and visually stimulating. This is a credit to staff as the setting is not their own. Children are able to move freely around as space is sufficient and organised well, which allows good movement between activities. Children also benefit from the provision of safe, quality furniture as well as equipment and wide ranging resources. These are regularly checked and maintained. Resources are plentiful and of suitable design to meet the routine needs of individual children, such as strong, low-level storage for activities and books. They are learning to keep themselves and their environment safe by actively helping to put toys away.

Premises are kept fully secure and access is only gained by ringing a bell and being let in by a member of staff. An accurate record of signing children in and out is maintained at all times. Visitors are checked and asked to sign in, so that everyone is accounted for on the premises at all times. The collection of children is fully monitored by only allowing children to leave with those persons known to staff and authorised by parents. Young children's safety is implemented by the freedom to make safe choices within an environment suitable for them. This is achieved because staff give careful consideration in setting safe limits and balancing support with stepping back to observe. Consequently, children form secure relationships, develop self-confidence and self-esteem.

Children's safety and welfare is further assured as staff clearly understand the procedures for recording and reporting any concerns relating to child protection. The designated person and deputy have undertaken training and there is continuing training for all staff in this area of practice. They demonstrate knowledge and awareness of a range of types of abuse and neglect and have information from Pre-School Learning Alliance for reference. The child protection statement has been revised to reflect changes in relation to Local Safeguarding Children Boards. The government guidance 'What to do if you are worried a child is being abused - summary' is also available to staff.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Young children under three-years-old do not fully benefit from practitioner's planning, and the provision of activities and play opportunities to support and develop children's emotional, physical, social and intellectual capabilities. Although their learning and development needs are mostly being met, the absence of training and application of the 'Birth to three matters' framework means that this is not currently applied in practice. The 'I can do' assessments are used for all children. As a result, written observations influence opportunities for children's next steps in their learning and development. This is because staff identify areas to focus on. Although there are individual learning plans in place, such as colour recognition for

two-year-olds, this is the only target identified at present. This is limiting, as not all developmental needs are recorded.

Young children enjoy being together. They are active in listening and responding by gathering in small groups on arrival at the setting. They settle to look at books and talk together, before commencing continuous play altogether. Children confidently explore their environment. They are able to choose, from a resources booklet, any activity they wish to play with as part of their developing independence. They spend their time meaningfully engaged and have a very wide range of suitable and exciting play materials that allow them to explore with various media and materials. For example, different textures such as dough, creative area and sensory experiences with diverse objects. Children are also beginning to recognise some marks and realise these mean something to others. They have good access to writing and painting tools including chalks and water painting outside. This encourages experimenting and creating for themselves.

Nursery education.

The quality of teaching and learning is good. Staff have a strong knowledge and understanding of the Foundation Stage and how young children learn, gained through training and further professional development. This is implemented well into the planning and delivery of the education. Children enjoy and are interested in the different areas of learning. They become focused and persist for some time. This is because the learning environment and programme of activities are effectively planned to provide a broad and balanced range of activities and experiences across the six areas of learning. Children continue to be excited and motivated to learn. They are confident in trying new activities, such as the focused activity decorating fir cones and self-selecting construction resources for imaginative play. Children are forming good relationships with adults and their peers. They play together as part of group, take turns, share fairly and play cooperatively side by side. Staff provide good opportunities for linking sounds and pictures. Children listen to animal sounds on a tape and say the names of the animals. They also identify these animals on a card. They are competently learning to recognise their own names and make plausible attempts to write letters and simple words. Children explore the written word as they look at text in books. They tell stories when looking at the pictures and are able to talk about feelings when they recognise different emotions on faces during circle time.

Practitioners provide many ways for using number in labelling and for counting. Children reliably count in order up to 10, using every day objects. For example, the number of plates required for snacks according to the number of children. More able children competently count to 22, the number of items threaded onto a necklace. Children enjoy exploration and investigation of various objects and materials. They use their senses as appropriate, such as feeling diverse textures and using descriptive language, for example soft, smooth and rough. Children use their developing designing and making skills as they build and construct with a wide range of resources. They select and adapt tools and techniques they need to shape, assemble and join materials they are using. For example, being absorbed in choosing a certain lace for threading a variety of items. Another child builds a 'potato man' of different designs, choosing glasses and different features for eyes and nose and proudly shows this to a member of staff.

Children are able to use technology in various ways. They use computers with increasing skills and have other programmable toys to support their learning in how things work. For example,

calculators and moving toys. Children discover that they can project some soft dough into the air using the weighing scales and it is to the staff's credit that they allow this sense of wonder to develop. Children's knowledge of their environment and others is very well promoted because they learn about 'people who help us' with visiting professionals. These include the fire service, police, paramedics, lifeboat crew and breakdown recovery service. Children's experiences are extended because they are able to go onto vehicles, wear outfits and use some appliances. Children transfer these experiences into their imaginative play, for instance playing at hospitals. Children have some chances to see animals when they are brought into the setting but there are few ongoing opportunities to care for living things and learn about the natural world. They are beginning to know about their own cultures and beliefs and those of other people through their play. They see an abundance of positive images within their environment and play with diverse resources as part of their everyday activities. Children thoroughly enjoy recognising and exploring how sounds can be changed, such as the xylophone and tambourines. They sing simple songs from memory and match movement to music using the whole of their bodies.

Children learn to share and take turns, through which they learn to value and respect the feelings of others, such as on the slide. They understand when someone is sad, for instance when a child falls off their bike, and successfully recognise happy and sad faces on their drawings. Staff are getting the balance right between adult-focused activities and self-chosen ones. However, this is not extended to all areas of play, such as in the creative area and especially in allowing more able children to choose and initiate their own projects. Children are beginning to understand the differences between right and wrong and are learning to play harmoniously. This promotes their confidence and helps them to succeed. Children's self-esteem is therefore effectively promoted and competently supports achieving to their full potential. Information gained from assessments is used to help move children to the next stage in their learning, for example the individual learning plans tracks achievements and indicates future development needs. This ensures they make good progress through the stepping stones and gives a clear picture of progress.

Helping children make a positive contribution

The provision is good.

There are good procedures in place which help children to gain a sense of belonging and as a result, they settle in well. Parents are able to have settling-in sessions together with their children and they know who their child's key worker is. The setting is helping to provide equality of opportunity for all children and their families. It reflects this in admissions, curriculum, special needs, food and drink, and employment. The staff fully implement the policy and children have access to and are encouraged to participate in all activities. As a result, staff ensure children are treated with equal concern and respect. Children gain a positive view and understanding of diversity as staff provide a wide selection of meaningful activities and resources. For example, they have access to appropriate role play items, books and musical instruments.

Support for children with learning difficulties and/or disabilities is successfully focused on the setting's policy. Designated staff have had training on the revised Code of Practice and they know how to signpost parents to appropriate professional advice if necessary. As a result, children's special needs are effectively met. Children are able to see many positive images of

less able persons and those with disabilities. They also have resources within their small world activities to play with, such as a wheel chair and figures with disabilities.

There is a comprehensive policy in place relating to managing behaviour. In addition, the staff team have devised an excellent manual with keys to good practice. Strategies are clearly explained alongside the importance of goals and boundaries. There are some examples of words not to use, such as 'running "dead" fast'. Good behaviour is promoted in many different ways, for example, staff role modelling kindness and respect, clapping, and non-verbal gestures in smiling and nodding. Positive interactions from staff promote children's self-esteem. Children receive ongoing praise and encouragement for their efforts and this supports them in learning right from wrong. As a consequence, they behave extremely well.

Partnership with parents is good. Parents receive a wealth of information about the provision, particularly the educational programme. This ensures they are fully informed about what their children do and learn in the setting and what it has to offer. They are also given good information about their child's progress and achievements on a regular basis, both verbally and in writing. For example, individual learning plans and set targets as well as written observations. Parents are inspiring requested to complement learning within the home. This is achieved through individual information sheets explaining the current theme, and how parents can contribute as their child's main educator. Suggestions are offered and the early learning goals they relate to are fully explained. This provides a strong basis for helping individual children to make progress in partnership with parents. Information is also shared through discussion with parents at collection time. Conversations are focused upon the children's needs, preferences and experiences. Partnership with parents is enhanced by newsletters, questionnaires and a suggestion box. They are kept further informed with up to date information on their notice board.

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

Organisation

The organisation is good.

Children are well protected and cared for by staff who are suitable and have the knowledge and understanding to promote children's development and learning in all areas. Recruitment and vetting procedures are robust. Staff sign to confirm completion of the induction programme and have a handbook which includes a helpful guide in working as part of a team. The adult-child ratio positively supports children's care, learning and play. Space is extremely well organised to maximise opportunities for all round development. Staff are generally deployed effectively and children are grouped to contribute and promote their health, safety, enjoyment and ability to take an active part in the setting.

Established and revised policies and procedures work effectively in practice to promote the safe and efficient management of the setting. The required documentation is very well organised, maintained up to date and stored to ensure confidentiality. For example, children's records hold relevant information so that staff can meet individual needs. This contributes to the efficient operation of the setting and meets regulatory requirements.

The leadership and management is good. There is a clear vision for the nursery education with a strong focus on the personal development and achievement of all children. This is demonstrated by the manager and deputy developing their knowledge and skills by completing a Level 3 management course. The staff team, many of whom hold relevant early years qualifications, also have designated responsibilities such as child protection. They fully understand their roles and responsibilities, work well together and share a common understanding of good practice.

Children benefit from staff whose personal development needs are identified and catered for by ongoing appraisals and monitoring of staff's training records and attendance on courses. Especially notable is the practice of one member of staff observing another and completing a written evaluation, if they are meeting the desired level of practice. Staff meetings are evaluated and actions identified so that continuing improvements are made. The manager also completes regular self monitoring forms and development plans for the provision and this further enhances the care and learning for children. Practitioners are committed to promoting an inclusive environment in which every child matters. This works effectively in practice because children's individual learning and development is recognised and catered for. Children, therefore, feel valued and supported in their learning.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- pursue training in relation to the 'Birth to three matters' framework and revise how observations and planning are implemented for children
- ensure the outdoor play area is totally hazard free for children.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- increase children's opportunities to further develop independence in self initiated activities to challenge more able children
- provide experiences to enable children to show care and concern for living things.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk