



Kenley Kindergarten

Inspection report for early years provision

Unique Reference Number	402935
Inspection date	04 May 2006
Inspector	Christine Stimson
Setting Address	Kenley Kindergarten, 20 New Barn Lane, Whyteleafe, Surrey, CR3 0EX
Telephone number	0208 660 3232
E-mail	
Registered person	Southern Childcare Facilities Limited
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 inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are inadequate - notice of action to improve.

WHAT SORT OF SETTING IS IT?

Kenley Kindergarten opened in 2001 and is one of two multi provisions owned by the proprietor. The Kindergarten operates from two self-contained buildings within the grounds of a primary school, in a residential area of Kenley. It serves the local area.

There are currently 29 children from 3 months to 5 years on roll. This includes 13

funded children. The setting is able to support children with special needs and those who speak English as an additional language. Children attend for a variety of sessions.

The Kindergarten opens five days a week all year round, with the exception of Christmas week. Sessions are from 07.35 - 18.00. Two full-time and five part-time staff work with the children. Half the staff have early years qualifications to NVQ level 2 or 3. Other staff are working towards recognised early years qualifications. The setting receives mentoring support from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is inadequate.

Children's understanding of health and hygiene matters are promoted as they are generally encouraged to wash their hands prior to meals and after visiting the toilet. However, on occasions some staff fail to remind children to wash their hands and this compromises their health. Children's health is not promoted as they play in rooms with dust accumulating on the window ledges and skirting boards.

The Kindergarten maintains a record of children's accidents and these have been acknowledged by parents. However, the medication records are not kept in a confidential manner and records show that no written consent was requested from parents prior to administering medicine to their children. This is a breach of regulations and compromises children's health.

Children benefit from freshly cooked, nutritious food based on a four week menu plan, which is well presented. They are given plenty of drinks whilst being cared for, with older children able to help themselves when they are thirsty.

Children have access to an outdoor area to promote their physical development. They practise their pedalling and manoeuvring skills using a selection of bikes, tri-cycles and scooters.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children play in areas where their safety has been considered with the manager conducting visual checks on rooms prior to children attending. However, no written risk assessments are carried out on the premises to identify areas that may need attention. The premises is secure with staff vigilant about locking gates and doors after parents have left.

Children are provided with sufficient resources to meet their needs, but some items are not in good condition with batteries missing from programmable toys. This is disappointing for children who choose these items to play with.

The Kindergarten supports children's safety by ensuring regular fire drills are practised in line with the school next door. This helps children gain an understanding of how to keep themselves safe. All fire equipment is in place throughout the setting, but the fire blanket in the kitchen is not easily accessible and this compromises everyone's safety.

Basic knowledge of child protection procedures enables staff to act appropriately if they become concerned about a child's welfare.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Some children form close relationships with staff, who respond to them in a warm and caring manner, particularly in the under two year old room. Children have plenty of opportunities for free play each day with focussed activities planned to offer children challenge. Staff are beginning to use the Birth to three matters framework when organising the planning for younger children, but this is not always adhered to. Staff acknowledge they need more training in this area so that they can have clear objectives for helping children to progress in their development.

NURSERY EDUCATION

The quality of teaching and learning is satisfactory. Planned activities follow themes that cover areas such as fruits, transport, mini beasts and farm animals. Within these themes, activities are planned that incorporate the six areas of learning. Meaningful observations are made by teachers on children to assess their understanding and move them to their next step of learning.

Children are confident within the setting and are generally well behaved. They play well together and initiate games using their imaginations. For example, two children are making a garage from bricks, they build the base together and put the vehicles inside whilst they construct the rest of the levels. Children are keen to learn and activities are planned that offer challenge and help children progress.

When children come from other settings to the Kindergarten staff fail to find out about their starting points. This leads to children repeating things they are competent at and delays the process of planning and providing activities that would help the children to move forward. The setting does not provide parents with any progress reports on their children's achievements and they do not encourage parents to become involved in their children's learning.

Helping children make a positive contribution

The provision is inadequate.

Some examples of children's work are displayed on the walls, which values their achievements and promotes their self-esteem. Children have opportunities for independence helping staff set tables, clear away toys and hand out the snacks. A range of resources that reflect positive images of differences in society are available

to children as part of their integral play, but few celebrations of other cultures' festivals are explored and this limits children's appreciation of diversity.

The setting is able to support children with special needs and welcomes the opportunity to do this. However, currently no member of staff has undertaken training to help develop their knowledge of the special educational needs code of practice.

Children generally behave well and their spiritual, moral, social and cultural development is fostered. However, whilst some staff interact in a warm and caring way to develop children's sense of well being, other staff take on a more supervisory role, not always using appropriate methods to deal effectively with children's inappropriate behaviour. They fail to inform children about the consequences of their actions or to offer explanations, and do not always encourage good manners.

The partnership with parents is inadequate. Although parents say they find staff friendly and approachable they are not given opportunities to become involved in their child's learning, even though many are willing to do this. Parents of funded children receive little information about the Foundation Stage of learning and do not receive feedback on their children's progress. The setting keeps observation notes of children progress and development, but as these are not shared with parents it is difficult for them to extend their children's learning at home.

Documentation relating to the complaints procedure and the behaviour management statement do not meet the National Standards.

Organisation

The organisation is inadequate.

Children are cared for by staff who have been vetted for suitability and half the staff have childcare qualifications. Staff ratios are maintained, but this is sometimes due to other staff, like the cook, being called in to care for children.

The setting is organised into age appropriate rooms with children aged 3-5 years being taught in a separate building. Systems for recording children's attendance are ineffective as room registers are not accurately kept. For example, staff failed to maintain a room register for a few weeks in April and no record of visitors is maintained at all. This impacts on the children's safety and does not meet the requirements of the National Standards.

The leadership and management of the setting is inadequate. The manager does not oversee the planning of activities for children and she has not established a partnership with parents that keeps them informed of their children's progress and involves them in their children's learning. She has failed to maintain regulatory documentation in some areas.

Overall the setting does not meet the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection six recommendations were made to improve the care for children and three recommendations were made to improve the nursery education for children. Since then some progress has been made, but there are still areas that have not been addressed. The manager now has an operational plan that includes details of how the provision is run and she has improved observation records for children under the age of three. Staff are aware of what an incident is and they maintain a record of incidents, including any behavioural issues that arise. This supports children's well being. Assessment records are now kept for funded children showing how their next step of development is planned and appropriate challenges and activities are in place for older and more able children. Children also have more opportunities to link sounds to letters. The Kindergarten have not developed staff's knowledge of caring for children with special needs, nor have they improved opportunities for parents to share information about their children's progress. These have now become actions for the purpose of this inspection.

Complaints since the last inspection

Concerns were raised on the 16/06/2004 under National Standards 3 - Care Learning and Play, 6 -Safety and 7 - Health, in relation to the care and supervision of children.

Unannounced visits were made on the 02/07/2004 and 05/07/2004 by Ofsted inspectors. No evidence was found that the National Standards were breached. Recommendations were made in relation to Standards 3 and 7 relating to keeping a record of observations, concerns and action taken relating to children's behaviour; these records are to be shared with parents and other staff.

The provider remains qualified for registration.

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

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care, the registered person **must** take the following actions:

- obtain written permission from parents before administering medication to children and ensure records are maintained in a confidential manner.
- develop staff's knowledge of the code of practice with regards to caring for children with special needs
- develop staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development
- ensure room registers are updated as soon as children arrive and depart and keep a record of visitors to the setting.

These actions are set out in a ***notice of action to improve*** and must be completed by the date specified in the notice.

The quality and standards of the nursery education

To improve the quality and standards of nursery education, the registered person **must** take the following actions:

- improve partnership with parents so that they can share in their child's progress and contribute to their learning
- inform parents about the foundation stage of learning prior to their children receiving funding and ensure knowledge of children's stage of development is sought when they first join the setting

These actions are set out in a ***notice of action to improve*** and must be completed by the date specified in the notice.

The Department for Education and Skills and the local authority have been informed.

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