



Barkingside Kindergarten

Inspection report for early years provision

Unique Reference Number 128450
Inspection date 17 May 2006
Inspector Theresa May

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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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Barkingside Kindergarten opened in 1960. The nursery operates from two church halls on the same site that are situated on either side of the Holy Trinity Church. The group is within a short walking distance from Barkingside High Road. The nursery serves the surrounding areas. A maximum of 72 children may attend the nursery at one time.

The group opens five days a week from 09:00 to 12:00 Monday, Tuesday and

Thursday. On a Wednesday and Friday they open at 9:00 to 15:00. The nursery is open for 50 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 94 children from two to under five years on roll. Of these, 21 children receive funding for early education. Children attend for a variety of sessions. The nursery supports children with learning difficulties and/or disabilities and supports children who speak English as an additional language.

The nursery employs 13 members of staff. Of these, 11 hold appropriate early years qualifications and two are unqualified staff.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Daily routines ensure children understand the need for personal hygiene. Children say 'we wash our hands because of germs', as staff supervise children to wash their hands before snack time and after visiting the toilet. They help them to use the soap, rinse their hands and then dry their hands on paper towels. However, where there are no paper towels, children use the one towel available. The staff implement hygiene procedures when changing and disposing of nappies to minimise the risk of cross-infection in the nursery.

Children's health is promoted by the implementation of appropriate sickness and medication procedures. Accident and incident records are completed, and parents acknowledge entries to ensure continuity of care. Most staff hold a current first aid certificate and there is a fully stocked First Aid box. This means staff can give appropriate care if there is an accident.

Staff gather all the relevant information regarding diet and medical history from the parents. This ensures children's individual dietary and medical needs are met. Parents provide snacks and lunch for their children but are not informed of what can be stored safely. Also there is no consistency in the information told to parents regarding what healthy options they could provide in their children's snack and lunch boxes to promote healthy eating. Children's independence is fostered, as they are encouraged to feed themselves and open their own drinks however, children are not always able to access drinking water.

Children enjoy opportunities out in the garden or inside to participate in physical activities, which develop their co-ordination and skills, pushing prams and climbing the wooden frame and sliding down.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children have sufficient space to move with comfort and ease inside the nursery.

Space is organised in to areas and used to allow children opportunities to be active, engage in creative activities, tabletop and floor activities. Both halls are light, bright, clean and maintained. They are warm and welcoming and the children's work is displayed. There is information for the parents regarding the activities on notices boards.

Children use a range of good quality toys and resources. Staff regularly check toys for their safety before children have access to them. Staff remind children to keep their environment tidy to help prevent accidents.

Children are well protected through implementation of effective systems, such as the arrival and collection of children, fire evacuation practice, recording of visitors and risk assessments.

Children are protected because staff have an understanding of child protection issues and would progress any concerns to the manager as the named person with child protection responsibility. However, not all staff are clear of the procedures and they in turn do not include what to do if there is an allegation made against a member of staff.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Staff greet and welcome the parents and children at the nursery door. Younger children are supported in leaving their parents while the older children arrive happy and confident. They quickly settle in to the routine of making their own choices about their play or sit with the staff at art and craft activities, who give the children support to complete the activity. Young children find it difficult to concentrate in large group activities and climb on the wooden dividing frame at exercise time or fidget at circle time. The nursery is not using the Birth to three matters framework for planned activities. Children receive lots of warmth and affection to support their well-being. For example, when children are unsettled and upset, staff are very sensitive towards their needs by giving cuddles and reassurance. The implementation of a key worker system between children and staff helps develop relationships.

Nursery education

The quality of teaching and learning is satisfactory. Children make individual progress because staff have an understanding of how children learn. Staff observe the children and plot their progress on the stepping stones assessment and planning encompasses the six areas of learning. However, staff record observations of the children's achievements infrequently. They in turn are not consistently transferred to the children's assessments and are not used to inform planning for the next steps for children's individual learning.

Children are interested in learning and they are making progress in the stepping stones. Children sit in the book corner and look at books; they hold them the right way up and turn the pages carefully. They interact with one another to initiate exchanges and to gain attention. Children are generally well behaved; they negotiate

and take turns. They are beginning to recognise their names on their name labels which they use for registration. However, staff do not encourage linking sounds and letters. Children enjoy singing and action songs at circle time. They count altogether and are beginning to learn the names of shapes at group times. However, there is less opportunity for calculating, space and measuring in everyday situations.

Children are beginning to develop an understanding of similarities, differences and change. There are satisfactory opportunities for children to learn about the world, the wider community and the natural world. Children engage in planned topics and discussion about Chinese New Year and exploring natural materials. Children have access to programmable toys and are able to operate a tape recorder and camera.

Children's imaginative and creative skills are developing, as they enjoy singing a familiar range of songs. Children use their imagination and express their ideas in a variety of ways, such as acting out real life scenarios in the home corner and hairdressing activity. Children have a daily access to a range of resources for them to self-select and therefore express their own ideas freely and creatively.

Helping children make a positive contribution

The provision is satisfactory.

Children learn about themselves and the wider world through planned activities and discussions. There are resources which reflect the society we live in, including a range of toys and books. These help children to understand and value the similarities and differences between themselves and others. Children's spiritual, moral, social and cultural development is fostered.

Children with learning difficulties are supported by staff working in partnership with other professionals, to ensure children's development.

Staff are good role models for children, by being polite and calm. Children are generally well behaved; praise is given freely to children, ensuring that they develop confidence and self-esteem.

Parents receive information about the nursery setting and have access to their policies and procedures. They settle their children into the nursery and children's individual needs are recorded to ensure consistency of care. Parents receive daily verbal information about their children's general welfare and are welcome to speak to the staff at any time. Relationships with parents are friendly and supportive.

Partnership with parents whose children receive nursery education is satisfactory. Planning in the Foundation Stage is displayed in the hall of the pre-school for parents to view. Parents can look at their child's progress folders on request. However, parents do not receive information on the Foundation Stage nor are they involved in their children's assessments or their next steps for their learning.

Organisation

The organisation is satisfactory.

Leadership and management is satisfactory. The manager leads by being a role model and working hands-on with her staff. The manager uses informal observations and meetings to identify the strengths and weaknesses of the nursery education and the quality of the teaching; as a result, not all aspects of the Foundation Stage are fully covered. The group are currently receiving support from the early years advisory teacher and are undertaking a quality assurance scheme. Staff training is offered by management who access it through the Early Years Partnership however, not all staff take up this offer.

Children are cared for in an organised environment. Staff are deployed to ensure the staff ratio is maintained. Children receive appropriate adult attention, which helps them feel secure. The manager has a level 3 qualification and the rest of the staff have an appropriate early years qualification. The setting meets the needs of the range of children for whom it provides.

The records, policies, and procedures which are required for the efficient and safe management of the provision and for promotion of the welfare, care and learning of children, are mostly in place. However, the register does not reflect the times of arrival and departure of children and the child protection statement does not include what to do if an allegation is made regarding a member of staff.

Improvements since the last inspection

At the last inspection the nursery was asked to ensure the attendance register recorded arrival and departure times, this is still an outstanding recommendation.

They were asked that the complaints procedure refers to Ofsted and parents sign all accidents records. The parents' handbook now contains the name and phone number for Ofsted for parents to contact them if they wish. Children's accidents are recorded on a separate sheet and parents sign all accidents to ensure continuity of care. Staff have been informed, through discussions, of the procedure to inform Ofsted of serious injuries, death and notifiable infectious diseases to ensure the correct procedure.

The nursery was asked to provide a suitable range of toys and activities which reflect disability. This has been achieved through books and small world characters which help children to understand and value the similarities and differences between them and others. They were asked to ensure the consistency of the staff in managing children's behaviour. This has been addressed through staff attending training together; to make sure they are cohesive team to help children have clear boundaries they understand.

Key issues arising from the nursery education inspection were to develop opportunities for children to learn about their environment. This has been addressed through the nature table which has plants, flowers and objects collected from the garden. Opportunities to develop subtraction have been through routine circle time where children can sing number rhymes and songs. Children learn about staying healthy through planned activities that offer physical challenge inside and outside

such as climbing, running, and jumping. Staff promote keeping healthy by encouraging children to wash their hands independently and discussions at snack time about the food we eat.

Complaints since the last inspection

Since April 2004 Ofsted has received one complaint relating to National Standard 1 - Suitable Person, National Standard 2 - Organisation, National Standard 11 - Behaviour, National Standard 13 - Child Protection and National Standard 14 - Documentation.

The complaint related to the conduct and suitability of staff, managing children's behaviour, child protection and informing Ofsted of significant events.

An Ofsted inspector made an announced visit and there was evidence found that the National Standards had been breached. The nominated person agreed actions to ensure the notification of any changes in members of staff to Ofsted and to ensure staff's awareness and understanding of effective ways to manage children's behaviour.

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 further the registered person should take account of the following recommendation(s):

- ensure the operational plan has all the relevant policies and procedures regarding child protection and the record of attendance reflects children's times of arrival and departure
- develop staff's knowledge and understanding of the child protection procedures

- inform parents of what foods can be stored safely, ensure fresh drinking water is available to children at all times and hygiene routines are consistent

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):

- maintain the observations and assessments and use them to plan for the next steps in children's individual learning
- inform parents of the Foundation Stage and how their children are progressing in the six areas for learning, enabling them to be involved in their children's learning.
- develop a system of monitoring and evaluating the effectiveness of the curriculum and the strengths and weaknesses of the quality of teaching

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