



## **Boot Farm Kindergarten**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY219924
<b>Inspection date</b>	26 June 2006
<b>Inspector</b>	Rosemary Davies
<b>Setting Address</b>	Boot Farm, Wasing Back Lane, Brimpton Common, Reading, Berkshire, RG7 4RG
<b>Telephone number</b>	01189 816619
<b>E-mail</b>	
<b>Registered person</b>	H A B Kindergarten Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School 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](http://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?

Boot Farm Kindergarten registered in 2002. It is privately owned and operates from a converted house and buildings in a rural area near the village of Brimpton in West Berkshire. The kindergarten draws children from a wide radius, including nearby towns, villages and hamlets. The kindergarten is divided into three distinct areas: children under two years use much of the ground floor of the original farmhouse; those over two years move on to one of two 'family groups' for children up to five

years. One uses the top floor of the house, known as 'Top House' and the other uses the ground floor extension, 'The Courtyard Playrooms'. Each of these groupings has its own outdoor play area.

The kindergarten opens five days a week, all year round with the exception of bank holidays and a week at Christmas. Children may attend for a variety of hours between 08.00 and 18.00. The kindergarten can care for a maximum of 58 children below the age of eight years, at any one session. Of the 96 children currently on roll, 28 receive funding for nursery education. The kindergarten supports children with disabilities.

The 'Boot Camp' holiday play scheme runs during all holidays, with the exception of Christmas, from 08.00 until 18.00. Children aged four to 10 years may attend. This caters for a maximum of 10 children, under eight years.

The pre-school employs 15 staff to work with the children, of whom eight have appropriate early years qualifications at level three or above. Support is received from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is outstanding.

Children's good health and physical development is maintained exceptionally well in this nursery. Children play in a very clean environment in which staff follow stipulated routines meticulously to prevent the risk of cross infection. Children understand the need to wash their hands thoroughly before eating, many older ones doing so unprompted, and detail why this is necessary. Older children know that they wear sun block and hats when outside on bright days because, 'the sun will burn my head'. Staff remain vigilant, checking that toddlers and crawling babies keep on sunhats.

Children have an outstanding understanding of healthy eating. Staff introduce projects about this and encourage children to explore a variety of fruit and vegetables. Children happily try new flavours, following the positive attitudes and encouragement of the staff.

All children enjoy daily fresh air and exercise. Babies sleep snugly in prams outside, even if raining, under a large canopy. This protects them too from direct sunlight on clear days. Children spend considerable periods of time outside. They thrive as they use an extensive and challenging range of climbing frames, towers and a large trampoline. Many, over two years of age, describe their trips to the local swimming pool with great enthusiasm. As a result of all these activities, children make excellent progress in developing their body co-ordination. They set their own challenges, receiving first class support from staff who often join in and demonstrate how to do things. Under this 'can do' approach, children really stretch themselves, delighting in climbing as high as they dare.

## **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children use a safe environment in which staff identify and minimise most risks to children's safety well. They risk assess outings appropriately, including the weekly swimming sessions, with staff following set routines and procedures carefully. The majority of staff hold appropriate first aid qualifications with at least one first aid qualified person present on all outings. Staff realise their responsibilities for protecting children's welfare and understand the correct procedures to be followed. They keep their training up to date in this regard.

The kindergarten offers an extremely welcoming and child-oriented environment. Children make full use of the spacious and extremely well equipped outdoor areas, including those who attend the holiday club. Children use good quality equipment. Staff follow procedures daily that help keep children safe, such as checking equipment for damage and maintaining the security of the building. An exception occurs when children may sometimes access the stairs unsupervised, which poses a potential risk to their safety. Suitable fire precautions are in place with staff checking that fire exits are clear each morning, as part of the 'start of day' checks. However, the register in the baby room was taken late on the day of the inspection, so that children's safety is at risk in an emergency situation.

## **Helping children achieve well and enjoy what they do**

The provision is outstanding.

All children thoroughly enjoy their interesting experiences in this kindergarten. They learn through using all their senses, and through practical, hands-on activities, which captivate their interest. Children respond with enthusiasm. Activities are largely child-led and stem from what children choose to do, so that they learn quickly. Emphasis is placed on outdoor learning, promoting not only their acquisition of physical skills but their all round development too. Staff make full use of guidance, such as the Birth to three matters framework and the Curriculum Guidance to the Foundation Stage, to plan a wide range of appropriate activities.

The favourable adult to child ratio allows for much individual attention, which helps children find a voice and develop their speech extremely well. Babies and toddlers begin to become aware of themselves as individuals. They show themselves to be 'at home' in their surroundings, with adults they trust, owing to the effective key worker system. Two year olds, when ready, move into 'family' groups with the three and four year olds. Staff support children effectively in making this transition so that they settle into their new routines quickly.

## **Nursery Education**

The quality of teaching and learning is good. Children make good progress along the stepping stones to the early learning goals. This is because staff have a firm grasp of the Foundation Stage. As a result, children experience a well balanced, stimulating programme of experiences and activities, both indoors and outside. They particularly

enjoy finding out about the world around them. They show curiosity about all sorts of things, such as unfamiliar fruits and vegetables. They enjoy experimenting, finding out how to make mixtures more, or less, runny. Staff support children very well, questioning them effectively to extend their learning and understanding.

Children progress particularly well in their personal, social and emotional development. They are confident to try new things, such as climbing higher up a climbing frame, trusting staff to support them. They show high levels of personal independence. Relationships are excellent, with older children showing themselves to be caring of the younger ones. Children's behaviour is extremely good owing to staff giving clear explanations of what is expected from the children and through the provision of enjoyable activities, which keep children purposefully engaged.

Children begin to use early mathematical language and skills accurately in their play. They count crayons as they draw, for example, and set out the right number of plates for dolls at a pretend party. Children constantly meet new words and extend their vocabularies because of the rich range of experiences provided. They enjoy frequent conversations with staff and with each other, showing they know how to listen to what others say. Children can recognise their names, although there are few pictorial prompts to help the younger or less able children. Many children can write their names clearly but they do not use mark-making often in the kindergarten's daily routines, so have little opportunity to write for a purpose, other than in adult-directed activities. Children show much enthusiasm in their creative work. They paint freely and thoroughly enjoy their imaginative play. Role play, such as pretending to be 'in hospital' is particularly well supported by staff.

Children's learning is progressive because staff assess children effectively and plan the next steps in their learning based on their knowledge of what children can already do. Children are observed regularly and records clearly reflect their progress along the stepping stones to the early learning goals.

### **Helping children make a positive contribution**

The provision is outstanding.

All children receive a warm welcome in this kindergarten. They are valued as individuals, whatever their abilities. Staff actively promote equality between boys and girls. Staff work closely and highly effectively with parents to discover children's individual requirements, acting on advice from outside professionals if necessary. Children develop their self-esteem extremely well, with staff celebrating their individual successes. This means that all children play a productive part in the kindergarten. Older, capable children prepare the snack, for example, and proudly take it to their friends. Children develop excellent relationships with staff; babies happily enjoying cuddles and tickles from familiar, trusted adults. This atmosphere of mutual trust and respect helps support children in behaving so well. Children learn about the diversity of the world, using an excellent range of resources which show the differences between cultures and peoples. An exciting programme of visitors to the kindergarten and visits out, furthers their understanding. As a result, the spiritual, moral, social and cultural development of the older, funded children, is fostered.

The partnership with parents, of children who receive funding for nursery education, is outstanding. All parents receive excellent information about the kindergarten before their children start. This continues throughout their children's time in the nursery. Parents of funded children receive details of their children's progress in the Foundation Stage regularly, with staff actively seeking out parents to tell them of their children's achievements. Parents receive written reports of these when children leave the kindergarten.

## **Organisation**

The organisation is good.

The leadership and management of the nursery education are good. The manager has a clear vision for the kindergarten's future, which includes extending the provision of the holiday club. The kindergarten achieves its mission statement, which includes promoting an ethos of inclusion and of supporting parents. Children's welfare is protected through the appointment of appropriate staff. Children benefit from being cared for and supported by well qualified and trained staff. The manager acts as an extremely good role model to the staff. Staff work as an enthusiastic and effective team, their positive attitudes encouraging children to try new experiences. All staff attend regular meetings to plan what they offer the children. They evaluate activities but do not summarise improvements for future planning.

All legally required documentation is in place, kept methodically, securely, confidentially and ready for inspection. The taking of registers is not always monitored. All permissions that are required to promote children's safety are in place although parental permission is not sought for using the large trampoline. Policies and procedures are reviewed and updated regularly. The setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

Following the last inspection, the kindergarten was required to improve one aspect of its care provision and two aspects of nursery education. For care, the nursery was asked to provide a policy for procedures to be followed in the event of a child being lost or uncollected. The nursery has implemented a suitable policy, which stipulates actions to be followed in such an event so that children's safety may be better maintained.

For nursery education, the kindergarten was required to improve assessment, linking it more clearly with children's future learning and to provide better provision for the development of children's understanding of information and communications technology.

Staff now use a suitable form of assessment, which includes regular observation and record keeping linked to the stepping stones of the Foundation Stage, making it clear what children need to learn next. Suitable information technology equipment has been provided. Children use this confidently and well-chosen programmes support their learning in literacy and numeracy, well.

## **Complaints since the last inspection**

There have been no complaints made to Ofsted since the last inspection.

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):

- review procedures for recording attendance in the baby room
- review access to the stairs

### **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):

- provide children with more opportunities to mark-make for a purpose during the daily routines.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)