



## Abingdon Kindergarten ( Long Furlong)

Inspection report for early years provision

<b>Unique Reference Number</b>	EY318514
<b>Inspection date</b>	07 June 2006
<b>Inspector</b>	Carolyn Ceglarek
<b>Setting Address</b>	Abingdon Kindergarten, 43 Loyd Close, Abingdon, Oxfordshire, OX14 1XR
<b>Telephone number</b>	01235 528910
<b>E-mail</b>	long-furlong@btconnect.com
<b>Registered person</b>	Abingdon Nurseries Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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?

Abingdon Kindergarten (Long Furlong) transferred ownership in 2005 and is one of three nurseries run by Abingdon Nurseries Ltd. It operates from four main rooms, in a purpose built two-storey, air conditioned building, situated on the Long Furlong estate in north Abingdon. A maximum of 47 children may attend the nursery at any one time. The kindergarten offers full day care with sessions, 08:00 until 17:30 for full days or 08:15 until 12:30 for morning and 13:15 until 17:30 for afternoon sessions,

five days a week, all year round. All children share access to a secure enclosed outdoor play area.

There are currently 66 children aged from three months to under five years on roll. Of these, 25 children receive funding for early education. Children come from a wide catchment area. The kindergarten supports children with learning difficulties, disabilities and children who speak English as an additional language.

The kindergarten employs 17 staff. Of these, 11 hold appropriate early years qualifications and one staff member is working towards a qualification. The kindergarten receives support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children see and learn about good health and hygiene practice because staff follow the kindergarten's health and hygiene procedures. They wear disposable gloves and aprons when nappy changing and ensure toys and equipment are routinely and regularly cleaned. This maintains good levels of hygiene and helps prevent the spread of infection. Children manage self-care skills well. They are learning the importance of personal hygiene routines. For example, they are aware of the need to wash their hands prior to eating and after toileting. They know the reason is the germs on their hands and the need for their hands to be clean. They clean their teeth after meals with great enthusiasm. Staff support the younger children in these activities by giving help, praise and encouragement. There are very good procedures in place for administering medicines and accidents are dealt with effectively, protecting children's welfare.

Children are gaining an understanding of healthy eating through the varied range of nutritious snacks and meals they enjoy whilst in the nursery. Parents provide their child's own food. Babies and younger children have their food and drinks according to their individual needs and routines. Older children can freely access drinking water throughout the day. Meals for the children are a social time as they listen, chat and eat with their friends. Staff are fully aware of children's individual dietary requirements when serving food, this ensures that the individual needs of children are met.

Children experience a healthy lifestyle whilst in the provision. All children have frequent and daily opportunities for fresh air and exercise within the provision's secure, enclosed outdoor play area or on the frequent walks around the local community. Older children show good spatial awareness, moving freely, confidently and safely. They take part in planned and spontaneous activities, such as action rhymes and dancing to music tapes. Children explore the outdoor climbing and balancing equipment, which develops their large muscle skills. They gain good small muscle control and co-ordination through interesting activities such as mixing and pouring rice and water in a variety of containers. They handle tools and materials

competently and safely including staplers and scissors.

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

The provision is outstanding.

The kindergarten is very welcoming for children and parents. Security cameras monitor the two main entrance areas. Parents ring a bell to alert staff they need entry. Only when staff have identified them is entry to the building permitted. This system ensures that unauthorised persons cannot directly enter the building and children are not able to leave the premises unsupervised.

Children of all ages in the kindergarten have access to a wide and varied range of toys, equipment and resources that are safe and appropriate to their age and stage of development. Children can freely choose toys from low-level storage systems throughout the kindergarten. This good access to resources develops their independence. Staff are effectively deployed and monitor the environment and use of resources to ensure that safety is maintained at all times. Additional precautions are in place to promote safety, for example, a special doorstop fitted to the patio doors, ensures children are never in danger of getting their fingers trapped.

There are comprehensive risk assessments, which assess the indoor and outdoor environment as well as outings. A well-planned fire drill is in place for which staff are very clear about their individual roles and responsibilities. Rigorous procedures are in place for using the stairs and for the frequent short walks within the local area. There is a soft play safety surface in the outdoor area ensuring children are able to enjoy valuable outdoor activities safely.

All required procedures and documentation are in place to ensure that the children's welfare is promoted. Staff read the kindergarten policies every three months. They demonstrate a clear understanding of their role and responsibilities and lines of communication to report concerns.

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

The provision is good.

Children arrive happily at the nursery and are warmly welcomed by staff, which helps them to separate with confidence from their parents and carers. The nursery environment has delightful displays of pictures and children's individual work, all very well labelled. This shows children's work is valued and gives them a sense of pride and achievement. All children have very good access to a wide range of toys, resources and activities appropriate to their age and stage of development. Staff use and have very good understanding of the 'Birth to three matters' framework, which shows that they are covering all areas of babies and young children's learning and development in the indoor and outdoor environment.

Babies and toddlers settle with ease in their individual environments as they receive lots of interaction and individual attention. Staff work very closely with parents so that

they are aware and can supplement, the routine followed at home. Babies are encouraged to explore and investigate various materials for example, using treasure baskets. Toddlers develop their imagination, rhythm and listening skills as they enthusiastically take part each day in exciting music and movement sessions. They listen and enjoy a diverse range of music and songs. Together with the staff they dance, hop, jump, spin and twist. They listen intently, know the rhymes well and are able to complete some of the actions. Staff show a lot of respect for the children, they thank and praise them and say "well done".

Children move downstairs to class one when they are around two years of age. Staff positively support their care and learning by being kind, caring and giving children praise and encouragement. The children play happily together and with the staff. They develop a good range of skills and enjoy using a range of construction materials. The 'Old Macdonald' display initiated because it is a favourite song, shows how children are developing their design and making skills through gluing and sticking. They enjoy outdoor play as they eagerly play on the bikes and with the water. The planned development of the outdoor area will further enhance their play and learning. Staff are beginning to link the 'Birth to three matters' framework with the Foundation Stage to identify and plan effectively, children's next steps in learning.

#### Nursery Education

The quality of teaching and learning is good. Children aged three to five years are able to make good progress in the well-resourced and presented Foundation Stage rooms. A good range of interesting activities encourages children to explore, investigate and engage in purposeful play. Children confidently access additional resources, which enhances their play. Staff give children praise and encouragement, which builds their self-esteem. Staff have a good understanding of the Foundation Stage which ensures that an age appropriate curriculum is provided. They plan topics thoroughly and carefully to incorporate the six areas of learning. Activities are differentiated to ensure children take part at their own level, which develops children's confidence. Planning is clear and detailed. Staff know all the children very well however, children's individual profiles do not show how they are progressing in all the six areas of learning.

Children are starting to recognise letters, sounds and words. Some can confidently sound out letters and write their name. They are beginning to understand that words carry meaning because they can recognise their name card. They write during role-play and use writing as a means of communication, one child proudly giving the inspector a letter written and carefully folded to fit in an envelope saying, "This is for you, will you need your glasses now?" Children actively contribute to group discussions. They have fun looking at books independently, in small groups with their friends, as well as listening to stories in a group. Children develop their imaginative play through a range of activities including role-play, dressing up and small world toys.

Children learn to use numbers in everyday situations and show they understand shape and size through practical activities. However, staff do not always use everyday activities effectively for example, mealtimes, to further promote children's understanding of numbers and simple calculation. Children are confident in using

information and communication technology. They demonstrate good mouse control when playing games on the computer. They use calculators and telephones confidently during role-play.

Children are confident in their surroundings. They are keen to take part in activities and interested to learn. Children are confident speakers and good friends with their peers and adults. They regularly initiate conversations, for example discussing their plans for school or advising the adult of the cough they have.

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

The provision is good.

Children are treated with equal concern and feel a sense of belonging; they display positive self-esteem, confidently expressing their likes and dislikes. They access a range of activities, resources and books, which promote positive images and help them to learn about the wider world. The kindergarten provides good support for children attending with learning difficulties, disabilities and who speak English as an additional language. Staff work closely with parents and other professionals to positively support and promote children's development. Children's spiritual, moral, social and cultural development is fostered well.

Staff are positive role models. Children are polite and well behaved, they are learning to manage their own behaviour when taking turns and sharing resources. Children participating in circle time know it is their turn to speak and share their news and thoughts when they are holding the frog. They know they need to listen when staff sing the 'do as I am doing follow follow me' song, which they join in with enthusiasm.

The partnership with parents and carers is good. Children are happy and settled in the kindergarten and benefit from the positive relationships staff and management have with parents. Parents feel very welcome in the kindergarten. They are able to contribute to their child's learning as they share nursery books at home and join in with nursery outings and annual events. All policies and procedures are available for parents to view. Parents receive good information about their child's day and informative newsletters and notice boards display current topics and planning. There are systems in place to ensure that information is shared with parents about their child's progress, through regular parent evenings. Informative displays of the Foundation Stage together with photographs of children engaged in activities, help parents understand how their children benefit from the kindergarten environment.

### **Organisation**

The organisation is good.

The premises are very well organised with a happy relaxed atmosphere for children, parents and carers. Children of all ages play and learn in a well-planned and secure environment.

Children are cared for by staff that have completed a vigorous recruitment and vetting

procedure. The detailed induction and constant opportunities for staff training supports children's care and learning. The kindergarten maintains the adult to child ratio so that staff are able to supervise and support children well at all times. Staff turnover is low, this helps to maintain regular staff in each room, which ensures children feel secure. All documentation, which contributes to children's health, safety and well-being, is in place but requires some minor changes. Staff know the children well and are fully aware of and support their individual learning needs, although children's profiles need more information.

The leadership and management of the nursery education is good. Staff and management work together as a team. Staff morale is high and they enjoy playing, working and being with the children. They are enthusiastic and have a clear understanding of their roles and responsibilities. Staff are supported by the kindergarten manager and directors through regular meetings both formal and informal.

The kindergarten meets the needs of the range of children for whom it provides.

#### **Improvements since the last inspection**

Not applicable.

#### **Complaints since the last inspection**

There have been no complaints made to Ofsted since 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.

### **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

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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):

- continue to develop the outdoor area

### **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):

- ensure children's individual profiles show how children are progressing in all six areas of learning.

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