



The Kindergarten

Inspection report for early years provision

Unique Reference Number	EY279823
Inspection date	04 July 2006
Inspector	Deborah Wilkinson / Chris Banks
Setting Address	Christ Church, Heriot Road, Hendon, London, NW4 2EG
Telephone number	TBA
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Registered person	The Kindergarten Nursery Schools Ltd
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?

The Kindergarten Nursery School which has been registered since June 2004 operates from a church hall located on the corner of a main street in Hendon. It is close to amenities including shops and a park and there is easy access to several bus routes.

The nursery is open Monday to Friday between 08:00 to 18:00 for 48 weeks of the year

The nursery which caters for young children from the local community is registered to provide full day care for 16 children aged between two and five years. There are 22 children on roll who attend on a full or part time basis. Currently 18 children receive funding for nursery education. The group supports a number of children who have English as an additional language. No children with special needs attend.

There is a manager and a staff team of three all of whom have appropriate qualifications.

The group receives support from an early years teacher.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in clean and welcoming surroundings. They are protected from the risk of infection because staff follow the procedures in place and carry out appropriate hygiene practice. Children are encouraged to learn about the importance of hand washing and other aspects of personal care from an early age. Photos of themselves washing and drying their hands are displayed in the toilet area and provide a useful visual reminder. Children's welfare is protected by staff who act in their best interests should they become ill and there are written health policies that all staff adhere to.

Children enjoy sociable snack and meal times. They sit in small groups to have their fruit and biscuits mid session, and at lunch times when they eat their packed lunch. Staff sit with the children, they talk with them quietly and give support if this is needed. Children also have access to water or a biscuit throughout the day helping themselves from the easily accessible tray.

Children have opportunities to enjoy fresh air when they use the small outdoor play space. The planning for physical play is being developed by staff and includes trips to the local park, visits to the nearby shops and daily exercise sessions.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a secure setting and are well supervised. They use the space with confidence and are able to play in safety and comfort because staff take practical precautions to protect them. Children enjoy using a range of equipment that is safe and well maintained. They benefit from the overall safety awareness of staff who minimise the risk of accidents. All staff are required to read and understand safety procedures.

Practical precautions are taken when accompanying children on trips to the park or out into the local area. Road safety is well managed and children learn about potential hazards.

The overall welfare of children is safeguarded. Key staff have an understanding of Child Protection issues with written procedures to follow if there are any concerns about a child.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy as they come into the nursery. One child arrives, waves to his friend and goes to join her in the book area. Their interaction with staff is warm and they are confident to ask the adults for help. They are familiar with the staff and the routines that are in place and this helps them to settle and feel secure.

All the children have access to all of the activities and resources and they benefit from being able to freely choose from the toys and make some decisions about what they would like to do next.

During the session, children separate into small groups to do a focussed activity with their key worker which they enjoy. These sessions are short and the staff are flexible, allowing a child who prefers what is happening in another group to join in with this. However, due to the way these groups are organised the conflicting voices can be distracting and make it difficult to hear what is being said.

Children use the comfortable book area independently, however, due to the number of books in the book rack some are difficult to access. Books about different cultures are available, however, these are not displayed with the other books but in a separate area and are not so readily accessed by the children.

Children enjoy using the outside play area and move between this and the hall as they wish. They negotiate the steps from the hall competently and one child successfully manoeuvres his shopping trolley down them. A group of three organise themselves on trikes and ride to the gate skilfully negotiating their way around the group using the story corner.

Nursery Education.

The overall quality of teaching and learning is satisfactory with significant improvement made in some areas.

Children are making some steady progress towards reaching the early learning goals before they go to school. This is because staff are gradually developing a better understanding of the Foundation Stage and have undertaken further training in this area.

As a consequence, assessment of how children are progressing is now more systematic, however, children's next learning steps are still not sufficiently well planned.

Children are developing greater confidence and independence because staff are less

directive and their intervention is of a more supportive nature. Children have opportunities to do things for themselves such as pouring their own drinks and helping themselves to snacks. There is good co operation between children who are learning about the importance of sharing and taking turns.

Children learn more about the benefits of exercise as they have free access to the outdoor area every day. Additionally, they enjoy a regular programme of non competitive games in the main playroom. For example, the shared use of a large 'parachute' enables children to stretch and jump and use their bodies in an imaginative way. They also learn that their bodies need to rest after vigorous exercise as they lie quietly listening to soothing music. A project aimed at improving the physical health of pre school aged children involves them in a weekly exercise session and staff use aspects of this programme with the children each day.

Reading as an activity is better promoted and children independently use the reading corner, although not all books are easily accessible. Children are beginning to enjoy looking at books together and can identify familiar images and some words. Story telling is made more interesting now that props are used by some staff. Opportunities for children to practice their writing skills remain limited as mark making materials are confined to one small area.

Children use their imaginations well and have fun engaging in role play based on particular themes such as 'going on holiday' and 'having a picnic'. They use the home play area more often because it is better organised and equipped and enjoy making imaginary trips to the shops.

Helping children make a positive contribution

The provision is satisfactory.

Children benefit from being cared for by a staff team from different backgrounds as they experience other cultures and attitudes which help promote an awareness of the community they live in. The diverse nature of the group of children attending is reflected in the photos and posters displayed. Parents have also been involved in creating multi language signs which are used to label some activities, for example, the role play area.

The manager has a positive attitude to providing care for children with special needs although none currently attend the group. Consideration will be given to ensuring children are integrated and feel included with activities adapted to meet their needs. Plans to support children appropriately include staff working closely with parents and the area SENCO who visits the group to offer advice and support.

Children are well behaved and respond enthusiastically when asked to help clear up by staff . Adults use of positive language and sensitive interaction, helps children to learn to manage their own behaviour. Effective strategies such as offering explanations as to why certain behaviour is unacceptable and praising and recognising children's efforts encourage them to develop their self esteem and form positive attitudes.

The partnership with parents is satisfactory.

Children's sense of security and belonging is being fostered through the partnership between staff and parents and as a result, children are forming close and trusting relationships with the staff.

Children benefit from the regular exchange of verbal information between staff and their parents about issues relating to their behaviour, health and well being. Opportunities for parents to participate in their child's learning are increasing as the systems to plan for children's individual needs continue to be developed.

Parents are given a short prospectus and shown the group's policies and procedures when they look round the nursery. Photographic displays show children engaged in activities and there are regular newsletters. Information for parents regarding the Foundation Stage curriculum is limited however this is being addressed and will be included in the prospectus which is being revised and updated. Staff are always available to discuss children's progress.

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

Organisation

The organisation is satisfactory.

The leadership and management of the nursery are satisfactory. Since the last inspection the manager has implemented many changes. The layout of the premises and the presentation of activities allow children greater freedom and opportunities to develop their independence and self help skills.

The use of the outside area and the opportunities this gives the children to explore and experience another environment greatly enhance the provision.

Systems to record comprehensive information about the children are being developed with individual files available to parents. Staff are developing a better understanding of the Foundation Stage and Birth to three matters and have completed training in these areas. They are developing systems to observe and assess the children and use this knowledge in the planning of activities. However, currently the plans lack detail of how staff help children progress through the stepping stones.

The staff work together to plan and present the programme of activities. They have access to a range of resources to help them with their planning and all are developing their knowledge and skills when they attend training courses. All the staff are very positive about the growth and development of the nursery and welcome the opportunity to work with an early years advisory teacher.

The provision meets the needs of the range of children for whom it provides

Improvements since the last inspection

Since the last inspection significant progress has been made. Actions which were set to help develop practice have been implemented and systems reviewed.

Children benefit as the whole staff team works with the early years advisory teacher to develop their knowledge and understanding of Birth to three matters and the curriculum guidance to the Foundation Stage. Training materials and resources are available and staff attend both external and in house courses. Regular meetings are held when the staff and manager discuss and review all aspects of practice.

Children's individual profiles are drawn up in consultation with parents/carers and systems to observe and record their ongoing progress are being developed.

Children enjoy fresh air when they use the outside area or go to the local park. They have daily opportunities for physical play as staff include these in their planning.

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.

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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):

- review the presentation of key work group activities
- review the organisation of the book area and the presentation of the books including those depicting different cultures

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):

- use the observations & assessments of children to more effectively plan the next steps in their learning
- provide children with opportunities to develop and practice their writing skills in different play situations

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