



Kenley Kindergarten

Inspection report for early years provision

Unique Reference Number	402935
Inspection date	08 December 2006
Inspector	Christine Stimson
Setting Address	Kenley Kindergarten, 20 New Barn Lane, Whyteleafe, Surrey, CR3 0EX
Telephone number	0208 660 3232
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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 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?

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

There are currently 24 children from three months to five years on roll. Of these seven receive funding for nursery education. The kindergarten currently supports two children who speak English as an additional language and one child who has learning difficulties. Sessions are from 07.35 - 18.00 and children may attend for a variety of sessions.

The kindergarten employs seven staff to work directly with the children. Four of these work full-time and three work part-time. Five staff hold appropriate early years qualifications. The kindergarten receives support from their local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children begin to learn the importance of being healthy as they follow daily routines that encourage them to wash their hands prior to eating and after using the toilet. Staff minimise the risk of cross infection as they follow generally good hygiene practice. However, paper towels in the kitchen and the baby room were not replenished until the second day of inspection, with staff sharing the same towel to wipe their hands. This compromises children's health.

Children are developing their understanding of the benefits of a healthy diet as they eat fruit for snacks and have home style cooked food for their meals. This provides a healthy and balanced diet for the children. Staff respect children's dietary needs and are very aware of their individual requirements. Fresh ingredients are used and children enjoy a range of proteins, carbohydrates and vegetables each day, accompanied by drinking water. Meal times are sociable with staff sitting alongside children to eat, offering their support and engaging in conversation with them. However, children have their morning snack of raisins and breadsticks served directly on the table, with no plates used. This does not set a good example to children. The milk fridge in the baby room has not been defrosted for a long time and a build up of ice and a lack of maintenance on this fridge puts children's health at risk.

Staff deal with minor accidents effectively and are supported by well stocked first aid boxes within rooms. Staff are on hand who are first aid qualified and all accidents are recorded with parents informed on the day. The setting has written permission from parents to take children to hospital in an emergency, which means staff will act in the best interest of the children. The setting administers medication to children if it is required, but only if parents have given their written consent. This supports children's health.

Children enjoy a range of physical activities which contribute to their good health. They have regular access to fresh air, going for walks in the lovely grounds of the school and using the school's playground equipment. Children have opportunities to ride bikes, play balls games, go for walks on the local common and generally run off energy. Children's fine motor skills are developed through the use of cutlery, paint brushes, scissors, glue sticks and pencils which are used as a part of their integral play.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for on premises where regular fire drills take place so that children learn how to leave the building quickly and safely in an emergency. All fire fighting equipment is in place, with fire exits clearly marked and free from hazards. This supports children's safety.

Although staff conduct visual checks on their rooms each morning, they have not devised a system to ensure regular risk assessments are conducted that use action plans with timescales to identify and minimise risks. This compromises children's safety.

Staff are vigilant about the security of the premises, making sure doors leading to the children's rooms are locked each time staff leave them and the whole setting is surrounded by secure fencing. Walkie-talkies have been issued to staff and these, along with a telephone in each room, ensures staff can be in contact with others quickly if there is an emergency. This supports children's safety.

Children play in newly decorated premises where the toys and equipment are maintained in good order. There are sufficient resources, equipment and furniture to meet children's needs. Young children's sleep routines are adhered to and there are plenty of cots, mattresses and clean linen to meet their needs.

Staff can protect children from possible abuse as they have developed their knowledge of child protection issues and know how to proceed if they have a concern about a child in their care.

Helping children achieve well and enjoy what they do

The provision is good.

Children happily enter the setting and settle quickly. They confidently choose what to play with or join in with the routine of the day. Children who are less keen to separate from their parents receive attentive support from caring staff. Children and staff have good relationships. For example, staff respond warmly to babies who hold their arms up for a cuddle. Older children are confident to approach staff for support, chatting to them about their activities and sharing news with them. Staff set out stimulating activities for children each day and these capture children's imaginations, making them keen to take part. For example, children are making papier-mâché using flour, water and cut out newspaper squares. This mixture is used to cover balloons and children smear it onto balloons, trying to make it stick.

Children enjoy a range of activities which interest them and encourage them to develop. For example, young children join in with staff singing gestured songs around the table. Staff encourage those who are reluctant to sing and all children are eventually participating.

Staff respect children's decisions about what they wish to play with and link up with them to extend their learning once the choice has been made. Staff demonstrate a clear understanding of the Birth to three framework. They use their knowledge of the children and written observations to plan activities, which encourage children's development. The displaying of plans for parents enables them to be aware of their child's day.

NURSERY EDUCATION

The quality of teaching and learning is good. Children make good progress as staff plan activities that promote children's learning. Children are engaged in a range of stimulating activities each day and have access to resources which support their learning across the six areas of the Foundation Stage.

From the time the children come into the setting they are engaged in a range of activities that occupy and interest them. For example, children have been learning about hedgehogs. They have discovered what hibernation means and have drawn their own hedgehog for a display on

the wall. Modelling clay is put out and some children are attempting to sculpt a hedgehog out of it. Children learn about how things work and have explored a hole punch, a gate lock and a CD player. To prove the lessons are learnt well a child, aged three years old, opens a gate leading to the nature trail and tells us 'This is the bolt and this is the lock'.

Children are confident within the setting and are able to choose what activities they want to explore each day. The teacher asks them to make two choices and then supports each child as they play and learn. She is skilled at asking the open questions that make children think. Some children link up together, helping each other to do puzzles and cooperating with each other in their play. Children's independence is promoted in some areas, such as taking themselves off to wash their hands after messy play, but this is not extended to snack and meal times. The teacher serves all the children their snacks and meals and does not give children the opportunity to serve themselves or to set and clear the tables.

Children are learning new words whilst in the pre-school room with the teacher extending their vocabulary at every opportunity. For example, children playing with the clay are asked to add water and to tell her how it feels now. 'Softer; squidgy; wet' the children reply. Children have a table where items are displayed that begin with the letter of the week. This, together with children having access to a range of books, including reference books, helps them to develop their communication language and literacy skills.

Children are becoming competent at counting and older children are beginning to tell the time. Children spend time doing activities that help them to gauge size such as using different sized spoons to transfer lentils from one place to another or trying to get dolls clothes to fit certain dolls.

Children's imaginations are stimulated and their creativity encouraged as they have access to a range of materials that they can freely choose to make pictures, models and art work. Children have high self esteem and are confident to approach adults to ask questions and to speak up when sitting in a group.

The teacher undertakes written observations on children's achievements and these are kept in individual files which are shared with parents at meetings every six months. Parents are encouraged by the teacher to extend their children's learning at home and she is willing to suggest ways that this can be done. Activities children take part in are evaluated for their effectiveness, and observation and next steps notes ensure individual children who are more able, have their learning extended by providing more difficult challenges. Long term planning shows topics the pre-school will be covering during the year and the short term planning shows the activities children will take part in, broken down into the six areas of learning. Each focussed activity indicates what children should be learning, what children will do and what resources will be used. This ensures children's development is monitored to help them make good progress.

Helping children make a positive contribution

The provision is good.

Children feel valued as staff are aware of their individual needs and take time to support these. Staff work closely with parents and inclusion officers to help children who have learning difficulties. This ensures they are well supported and their development is monitored.

Children are encouraged to develop an awareness of the local community and wider society by being taken out on walks within the local area. They attend a regular mobile library that visits the school site, and have visitors come to the setting such as road safety officers, teaching them how to cross roads safely.

Staff manage children's behaviour well and encourage them to take responsibility for managing their own behaviour. For example, in the two to three year old room children sometimes throw tantrums. Staff ask the children to calm down and move them away from the others. They sit close to the children, but ignore the tantrums if possible. They are close at hand when the children decide to settle down and after a quick cuddle they bring them back into the group. Staff act as good role models to children, offering explanations of why they should not do something and using good manners to the children and each other.

Daily contact books have been introduced and these are kept in the children's bags for key staff to up date and for parents to add their own comments. Details of what children have eaten, their personal needs and activities they have taken part in, are in these books. This ensures continuity of care. Children are helped to settle into the kindergarten by being allowed to come for sessions, accompanied by their parents at first and then for one hour sessions where they are left in the care of the kindergarten staff. Staff have an attitude that it takes as long as it takes and there is no pressure on parents to leave their child until they are happy. This shows staff act in the best interests of the child. Regular newsletters are sent to parents keeping them up to date with events at the nursery.

Children's spiritual, moral, social and cultural development is fostered. Children have high self esteem and are encouraged to speak out in a familiar group, having their language extended by the teaching staff. Children have regular opportunities to look at the cultures and beliefs of others. They show wonder as they search for living things during walks on the nature trail and during activities devised by the teacher about animal habits. Children are well behaved and link up together for play. They have a caring attitude towards each other. For example, one child asks another to help her put on her apron before she starts painting. The other child asks her to turn around whilst she fastens the Velcro catch at the back of the apron.

Partnership with parents who receive funding for nursery education is good. Parents have a good rapport with the owner/manager and the pre-school teacher, who regularly talks to them about their child's progress. Relationships are open and friendly. Parents are given a Croydon Foundation Stage guide when their children are about to come into funding. This explains the Foundation Stage and the early learning goals, breaking them down into the six areas of learning, explaining what children will be covering within each one. It is clear and explicit and gives web links and phone numbers for parents to get more information if they want it. A form called 'Getting to know your child' has been devised by the setting for children who come to the

pre-school room from other settings and whose profiles have not been transferred. This asks parents details of children's abilities and gives the pre-school teacher something to build on. Three parents were asked their opinion of the provision and all were satisfied with the care and education their children were receiving. One parent described the academic input of pre-school as 'fantastic' and they all commented on the use made of the outdoor facilities. All the parents were aware that their children learnt about other cultures, recalling children going to a Chinese supermarket around the time of Chinese New Year.

The owner/manager is arranging for a progress interview between the teacher and the parents of the funded children before the Christmas break. They will look at their child's Foundation Stage development folders with the teacher, who has been updating them with her observations and next step notes. This will help to show parents how their children are progressing.

Organisation

The organisation is good.

Staff work well together and effective management ensures that consistent staff work with the children. This helps children develop close relationships with staff and ensures they feel confident and secure.

All legally required documentation which contributes to children's health, safety and well being is in place. However, written risk assessments are not conducted on the premises, instead staff rely on visual checks. There is an effective recruitment procedure in place and this ensures only people suitable to work with children are employed. All the staff working directly with the children have undergone criminal record bureau checks as part of the recruitment procedure.

The owner/manager ensures the child to staff ratios are maintained at all times, and over 50% of the staff hold recognised childcare qualifications. Staff are encouraged to embrace training opportunities and this ensures children are cared for by staff who are up to date with the latest childcare practices.

Leadership and management are good. Staff feel supported by the owner/manager who visits the rooms frequently during the day to ensure the quality of care and education is being effectively covered. She offers support and guidance to her staff and is able to identify the strengths and weaknesses of her setting. Regular meetings are held with staff and this enables her to monitor the effectiveness of the planned activities and to evaluate the quality of the teaching and its impact on children's learning. The owner/manager seeks support from local authority teaching advisors who visit the setting frequently to monitor the progress children are making towards the early learning goals.

Overall the setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection two actions were raised to improve nursery education for children. Since then good progress has been made and parents are now invited to share their child's progress records with the teacher at one to one meetings. Parents are given advice by the teacher on

how to extend children's learning at home, making them aware of the topics being covered by their children. The nursery now has a booklet which they give to parents prior to their children receiving government funding for nursery education. This informs them of the six areas of learning their children will be covering and provides links to other sites where information can be obtained. This supports children learning.

At the last inspection four actions were raised to improve the care given to children. Since then good progress has been made and children's health is supported as written permission from parents is now requested prior to children being given medicine. Medication records are now maintained in a confidential manner. Children with learning difficulties are now supported with staff specialising in this area and having regard to the Code of Practice. Staff have been on behaviour management courses and now manage children's behaviour effectively, taking into account their age and stage of development. Room registers are being maintained well in each room and show the time of arrival and departure of each child. This supports children's safety.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. 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):

- make sure children are provided with plates for their morning snack
- make sure the milk fridge in the baby room is regularly defrosted to ensure children's milk is maintained at an appropriate temperature
- ensure regular risk assessments are conducted using action plans with timescales to identify and minimise risks.

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):

- encourage children's independence at snack and meal times.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk