



## The Kindergarten

Inspection report for early years provision

<b>Unique Reference Number</b>	154384
<b>Inspection date</b>	10 October 2006
<b>Inspector</b>	Clare Moore
<b>Setting Address</b>	Fawley Methodist Church Hall, Chapel Lane, Fawley, Southampton, Hampshire, SO45 1EB
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<b>E-mail</b>	
<b>Registered person</b>	The Kindergarten
<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?

The Kindergarten opened in 2001 and is privately owned. It operates from a church hall in Fawley near Southampton. Children have the use of two rooms and a secure outside play area. A maximum of 24 children may attend at any one time. The Kindergarten opens five days a week during school term times from 09:15 until 15:15 except Tuesdays and Thursdays when it is open in the morning only from 09:15 until 12:45.

There are currently 20 children from two years to five years on roll. Of these 12 receive funding for nursery education. Children come from the local and surrounding area and attend for a variety of sessions. The Kindergarten welcomes children who have learning difficulties or disabilities or who speak English as an additional language.

There are three members of staff working with the children all of whom have relevant early years qualifications. The Kindergarten is working towards accreditation with the Effective Early Learning Programme.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's health is very effectively promoted. They are served a wide variety of fresh fruits, bring packed lunches which parents prepare in line with current healthy guidelines and can freely help themselves to water during sessions. Milk and fruit juice are refrigerated and offered at lunch times, or alternatively are available on request. Specific needs of children such as allergies and sensitivities are carefully recorded and systems are in place to ensure their needs are met.

Children enjoy fresh air, exercise and physical play in the garden and the local heath with a variety of activities which gives them opportunities to climb, slide, balance on tree trunks, wriggle through a tunnel, throw kick and catch balls and play games. Indoors they take part in action rhymes, move to music and roll a pumpkin. This helps children to develop physical skills and to keep fit and active. Children develop finer manipulative skills and hand eye co-ordination through for example sprinkling flour, kneading and shaping bread, painting, using tools such as a stapler, rolling and cutting play dough, threading with beads, cards and wool. Children are protected from the sun in the summer months because they wear sun protection creams and hats and make use of shade from trees. They wear Wellington boots and coats in wet and cold weather to keep them warm and dry.

Children are cared for in a comfortable clean environment and they learn about the need for good personal hygiene. Children's toys and equipment are clean and well maintained. Children are helped to be independent by managing their toilet needs and washing their hands as soon as they are able to with sensitive support from staff. An effective sickness policy helps to prevent the spread of illness and cross infection.

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

The provision is good.

The setting is secure and children are carefully supervised which helps to keep them safe. Risk assessments are carried out regularly both indoors and outside and these are effective in pinpointing and addressing hazards. All medicines and cleaning materials are stored safely. Children know about fire safety procedures and they are practised regularly to ensure all children are familiar with the routine. A first aid kit is available in the kitchen and all staff are qualified in first aid so that action can be taken to treat children in the event of an emergency. Children become aware of safety issues such as walking rather than running indoors and using equipment safely which helps to prevent injury to themselves and others. They learn about taking responsibility and keeping themselves safe when before they visit the church and are reminded about being careful of the cables and discuss what is safe to touch. They also consider safety when they look for traffic before they cross the road when visiting the heath.

Children's safety on local outings is carefully considered. A written procedure is used and evaluated. A first aid kit, mobile phone and contact numbers are carried which help to maintain safety and cover all possible eventualities. Medication records meet the regulations, however the parent's signature to acknowledge that medication has been administered is not included.

Staff have a secure understanding of child protection procedures which helps to ensure that children's needs are met.

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

The provision is good.

Children are relaxed and happy at the nursery due to carefully considered settling in procedures and attention to individual needs. Children are confident and demonstrate a sense of belonging as they arrive, exchange greetings with staff, part from their parents, place their lunch boxes at the kitchen hatch and hang up their coats. They eagerly explore the layout and find something to play with. Those that need reassurance are sympathetically supported and soon respond to skilled efforts to calm them.

Children spend their time purposefully in a variety of ways which helps them to enjoy their time at the nursery, develop and have fun. They enjoy books, games, music and a wide range of accessible toys and equipment. They have frequent opportunities to engage in sensory experiences, for example making a textured wall hanging and feeling a sunflower seed head. All children are supported in developing language skills because staff talk, listen to and play with them. Children are encouraged to help each other, for example by handing out lunch boxes, helping each other with coats and fetching resources. This helps children to accept help and respond to the needs of others.

Staff work closely with parents and this together with their consistency and knowledge of the children helps to maintain continuity of care so that children are happy and settled.

### **NURSERY EDUCATION**

The quality of the teaching and learning is good. Three and four-year-olds are making steady progress towards the early learning goals. Staff have a sound working knowledge of the Foundation Stage of learning. They provide a broad range of activities and experiences, ask questions and offer praise and encouragement. Children enjoy their activities and can access many of the resources available to them and make free choices. They use their imagination when they express themselves through music, explore paint, play with 'small worlds' using a train set, role-play and dress up. They enjoy rhymes, puzzles, books stories and games which help them to practise number and language skills. Staff meet together and share their ideas which are then drawn up into activity plans.

Children concentrate well and are absorbed in what they do, for example they explore a sand timer, a gyroscope, a magnet and magnetised nuts. They watch in fascination as they see the liquid colours and bubbles feed through the discovery cylinders. They are enthusiastic about making bread as they weigh, mix and knead the dough, then observe the rise before it is baked which helps them to understand change. At 'together time' they consider the day of the week,

letter and sound and talk about the Harvest theme and the visit to the church. They sometimes have visitors to the setting, for example a regular visitor for music, a Mum with a baby and librarian. There are also others who bring animals such as a chicken and a dog which helps children to learn about their community.

Children are confident speakers and listeners. They practise and develop skills as they take part in conversations with staff and other children. Their vocabulary is extended through talking about activities and a range of topics at together time. Children learn about number through rhymes, games and practical activities such as counting how many children are present, how many acorns they have collected and how many rods are needed to match the numeral. They explore space and shape as they wriggle through the garden caterpillar tunnel, build with wooden meccano and interlocking plastic bricks and make patterns with mosaics. They practise reading and writing skills when they identify their names, label their work, draw and share books and stories. They have regular opportunities to enjoy stories as a group and there is a wide selection of books on display for selection. Written assessments and notes show some of the children's achievements, but these are not often backed up by details of observations or samples of work.

Children are able to make good use of the outdoor environment to extend their learning experiences. There are outdoor sessions on most days supplemented by local outings. The garden is equipped with a play house, sand, slide and there are opportunities to learn to pedal and steer. On outings children make observations, for example they find a spiders web and look for the spider, then make circle shapes in the air to show how the web is made. They listen to the sounds fledgling birds make when demanding food and see the parent bird flying to the nest to feed them. The activities set out in the garden develop current themes and make links in children's learning, for example collecting leaves for collage, acorns and making observations of the weather and wind. Children show their pleasure in spending time outside by eagerly responding as soon as staff say they can go out.

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

The provision is outstanding.

Children behave very well, they enjoy playing together and they develop a keen sense of responsibility by helping to tidy away, clean tables, dispose of rubbish in the bin and take their cups and plates back to the kitchen after lunch. Children are supported with sharing and taking turns, particularly on popular activities such as riding the tricycle, being the helper at lunch times, and selecting a picture or rhyme at together time which helps them to work harmoniously with others. Children and staff use discussion and home made books to illustrate emotions, feelings and what to be thankful for. This is very effective in helping children in their emotional development. They also use discussion time to talk about behaviour and understand how others are affected which gives children responsibility and control. Children are very polite and usually remember say 'please', 'thank you' and 'excuse me' when appropriate which helps them to gain acceptance and make friends. Children are helped to develop a positive attitude to difference when they consider their homes and families. They taste a variety of foods from other countries, celebrate festivals such as Diwali and explore cultures and disability using a variety of resources and discussion. Spiritual, moral, social and cultural development is fostered.

Children are highly valued as individuals and are very independent in selecting their own resources from those set out and in child accessible storage. They make choices about what activities they would like to engage in. Children are happy and settled in the homely environment. They play together very well, enjoy each others company and are at ease with the staff. Older children are particularly effective in helping and supporting the younger ones, for example holding hands when out walking, helping to put on Wellington boots and doing up coat fastenings. Children with learning difficulties or disabilities are welcomed and can be supported effectively as staff are qualified in this area. They also have established links with other agencies for support and further expertise.

The partnership with parents is good. Parents are warmly welcomed into the setting to help settle children and provide information about home routines, allergies, likes and dislikes. This helps children to feel comfortable, at ease and minimise disruption to routines. Children enjoy attending.

Parents are invited in regularly to look at records and discuss progress. Daily notes are written up by staff in the home book for every child about activities and how the day went. Parents are offered opportunities to contribute to children's records in the home book and are given information about the areas of learning and what children will be covering in the themes. They are invited to provide resources which helps them to take an active role in their children's learning. They are given clear information about how the setting runs through the prospectus and newsletters. There is a clear complaints system and parents are confident about how to report any concerns they may have.

## **Organisation**

The organisation is good.

The setting meets the needs of the range of children for whom they provide. Space and resources are thoughtfully organised with the room divided up into sections for different activities and an adjoining room often used for 'together time' and role-play. Storage in the rooms is thoughtfully organised so that it can be readily accessed by the children. Staff use their time well spending most of it with the children and knowing when to intervene and when to step back.

Policies and procedures are clearly set out, regularly reviewed, shared with all staff and made available to parents which contributes to children's well being in the nursery. All the required documentation is in place and job descriptions and appraisals are under development.

The leadership and management are good. There are effective induction and training procedures for students and ongoing training and development for the staff. They are encouraged to share their ideas and take an active role in their development. They constantly revise and evaluate practice regarding the stepping stones and also work with outside agencies to develop activities, plans and observations. There are measures to cover contingencies if staff are away so that ratios are maintained. Children can be treated in the event of an emergency because permissions have been obtained from parents to cover medical treatment or advice.

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

At the last inspection the setting was asked to review the planning and organisation of activities to extend children's learning. This has been achieved and plans have been developed that are flexible and can be adapted for the needs of every child.

They were also asked to review documentation, develop knowledge and understanding to support children with disabilities and to improve hygiene practices. These matters have since been addressed through updating documentation, ensuring hand washing is observed and through attending child protection training. This helps to keep children safe and well cared for.

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

Since the 1st April 2004 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.

## **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):

- develop medical records to include acknowledgement of the administration of medication from the parent

#### **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):

- further develop the records and supporting evidence to show the progress that children make.

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](http://www.ofsted.gov.uk)