



## Singlewell Kindergarten

Inspection report for early years provision

<b>Unique Reference Number</b>	EY341738
<b>Inspection date</b>	10 January 2007
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<b>Registered person</b>	Ann Hicks
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional 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 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?

Singlewell Kindergarten opened in 2006 and operates from two rooms in a hall. It is situated in the town of Gravesend, Kent. A maximum of 45 children may attend the pre-school at any one time. The pre-school is open each weekday from 09.00 to 11.45 for 38 weeks of the year. All children share access to an outdoor play area.

There are currently 38 children aged from two to under five years on roll. Of these 28 children receive funding for nursery education. Children come from the local catchment area. The pre-school currently supports a number of children with learning difficulties.

The pre-school employs nine staff. Seven of the staff, including the manager hold appropriate early years qualifications. Two staff are working towards a qualification.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Children are encouraged to develop healthy eating habits. They eat varied healthy snacks, such as bread, cucumber, raisins and bananas. However, at snack time, children are not provided with plates or bowls. Resources to aid children's independence are not available. For example, drinks are provided in jugs which are too large for them to lift by themselves. All relevant information regarding special diets, allergies and preferences is recorded by staff. This ensures children's dietary needs are met. Children develop confidence and are offered choices when they help themselves to healthy options. Most of the staff hold a current first aid certificate. Children are generally protected through the use of records, such as accidents which are acknowledged by the parent. However, these records are not kept confidential.

Children are developing an awareness of hygiene practices through planned activities and the daily routine. For example, they are beginning to understand why they wash their hands, because staff explain the importance of doing so. There is a risk of cross infection as children use a bowl of water to wash their hands after art and craft activities. Daily routines help to ensure children begin to understand that they need to put on aprons before painting or messy play developing their understanding of personal care. Toys and equipment are cleaned regularly. Children have opportunities for indoor physical activities. For example, they use skittles to develop their hand and eye co-ordination and hoola hoops as stepping circles. They are beginning to understand that physical exercise helps to keep them fit and helps to make them 'strong'.

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

The provision is satisfactory.

Most children arrive happily and settle well. Staff support and comfort children who are new to the setting. Children benefit from playing in a sufficiently organised environment allowing them to move around safely. Staff ensure children's safety by using regular risk assessments. The hard standing and garden areas are only assessed prior to the children using this space. A risk assessment is maintained on the indoor space and equipment, although there is no system to record risks in outside area. Children are supervised when playing outside. There are acceptable procedures for the safe arrival and departure of children.

The staff indicate that fire drills take place every four to six weeks. However, the fire drill record book does not reflect these timescales and the emergency evacuation procedure has not been recently practised with the children. Children are unfamiliar with what they should do in an emergency. Children have easy access to a range of toys and resources. Toys are selected to ensure they are suitable for children and provide appropriate choices for them. There is a sufficient range of toys, furniture and equipment that provide varied opportunities for children to relax or to be active. Staff use the resources to meet the needs of different children. There are some opportunities for children to take part in outdoor activities and use equipment to develop their skills and physical abilities.

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

The provision is satisfactory.

Children enjoy their time at the group. They are stimulated and interested by the activities organised by the staff. Staff ask questions and encourage children to participate in activities which appeal to them. Children have positive relationships with staff and are not afraid to ask for help, support or a cuddle. A balanced range of activities includes quiet and active play, such as looking at books, climbing on the apparatus and completing jigsaw puzzles. Some are adult initiated, such as planned craft, and some offer free choice, such as using letter boards and imaginative play. This balance helps children to make some progress in all areas of learning. The staff do not use the Birth to three matters framework to adapt activities to promote younger children's learning. Easily accessible books and resources help to develop children's imaginations and communication skills. Investigation through resources including painting, cooking and drawing helps younger children to represent their experiences and ideas, and make connections as they play. Children are taken outside to play, although this is mainly in fine weather. A variety of equipment is provided each day offering children differing challenges. For example, children play with climbing equipment, hoops, skittles and small and large balls. This develops appropriate physical skills and confidence in their abilities.

### **Nursery education**

The quality of teaching and learning is satisfactory. Children are making satisfactory progress towards the stepping stones and early learning goals. Staff have a sound knowledge of the Foundation Stage. The stepping stones are used to chart children's progress. Staff record observations when the children participate in the planned or free play activities. They take note of their individual responses and this helps to build an appropriate picture of each child's progress. However, children's starting points are not recorded. Evaluations help staff to focus on the success of activities. Children show a sense of belonging as they learn and play together. They respond and are engaged in a basic range of activities, although at times, the routine of the session hinders children's free choice. They have access to a range of books. However, there is a limited range of resources reflecting positive images. Children are friendly and their confidence is beginning to grow as they share their ideas and experiences. They initiate their own play, such as pretending to cook in the role play area. Children are beginning to count and use some mathematical language, such as 'big' and 'little'. There are limited opportunities for children to express themselves using mark marking through free play activities. Children are beginning to develop a sense of time and begin to recall past and present experiences. For example, they talk about what they did last week or yesterday. They enjoy action songs, circle games and small group time. Children are developing hand eye co-ordination. However, opportunities for children to freely access information communication technology through free play activities is insufficient. Overall the provision plans and provides activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

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

The provision is satisfactory.

There is a policy on equality which promotes anti-discriminatory practice for all children. Children have access to resources, toys and equipment to enable their individual development. Examples

of positive images are not displayed in the hall limiting children's daily opportunities to develop a balanced view of society. The provider has not ensured that parents have given written permission to seek emergency treatment or advice on behalf of their child. Children with learning difficulties are welcomed into the pre-school and staff adapt activities so they can experience a range of activities appropriate for their level of ability. Most information recorded on children is kept confidential. Children are developing self assurance and confidence when making choices and seeking comfort or help.

Partnership with parents and carers is satisfactory. There is a complaints policy. The provider has a sound understanding of the policy for parents to make a complaint, but is less familiar with some of the complaints procedures. Parents are offered information on the Foundation Stage curriculum, including planned activities and examples of the children's work. Parents of younger children do not receive any information regarding the Birth to three matters framework. Information regarding children's background needs is initially discussed with parents. However, the staff do not record children's information to enable appropriate care, such as religion and language spoken. There are limited opportunities for parents to contribute towards their children's assessment and development or to receive regular information on their children's progress. Children's spiritual, moral, social and cultural development is fostered. They have sound relationships with members of staff and other children. Positive behaviour is promoted and children benefit from the acknowledgement of some basic ground rules. Although, ground rules are not promoted in a way to enhance children's independence and self help skills, such as in pictures and words. Children are encouraged to care for toys and each other and to take turns and share. They are cared for according to parents' wishes which provides consistency and builds their confidence.

## **Organisation**

The organisation is satisfactory.

Most staff, including the manager, are appropriately qualified and vetted, and children are never left alone with unvetted persons. Records identify future planned training, such as on the Birth to three matters framework. Staff are inducted and their professional development considered, although appraisals are not held regularly. Staffing ratios meet with requirements and children have plenty of space to move around and make choices as they play. Toys and resources are organised to encourage safe and easy access for all children. Most policies and procedures help to promote children's welfare, care and learning. The provider and most staff have a sound understanding of child protection issues and an appropriate knowledge of what action to take if they have concerns about a child in their care. However, some staff are not fully familiar with all of the procedures, such as allegation of abuse made against them. Not all staff are aware of the procedure for lost children. Records about individual children are shared with their parents. Records of attendance are maintained for children and staff, and now show arrival and departure times. Visitors are challenged and their details recorded. The registration certificate is displayed for parents in the main corridor.

The leadership and management is satisfactory. Most staff have a sound knowledge of the Foundation Stage and they identify aims for the personal development and achievements of children. Staff have an acceptable understanding of the children's needs and present positive

role models for them to learn from. Staff are reviewing and developing the provision, mostly through discussion at staff meetings and informal observations. They work closely together to include all the children and enable them to participate in the activities. The provider is continuing to improve the recruitment and vetting procedures. There is a system in place to retain Criminal Records Bureau information. The setting meets the needs of the range of children for whom it provides.

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

Not applicable.

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

Since registration 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 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 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):

- provide children with opportunities to become more independent in their self care.
- improve the staff's knowledge and understanding of the needs of children under 3, for example through the use of the Birth to three matters framework.
- obtain written permission from parents for seeking emergency medical advice or treatment.
- continue to develop staffs knowledge and understanding of the procedures to be followed in the event of a child being lost and allegations of abuse made against a member of staff.

## **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):

- develop opportunities for children to express themselves using mark marking through free play activities.
- develop opportunities for children to use information communication technology.
- provide opportunities for parents to ensure they are able to contribute towards their children's assessments and to receive regular information on their children's progress.

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)