



The Kindergarten

Inspection report for early years provision

Unique Reference Number	EY248015
Inspection date	19 December 2005
Inspector	Andrea Ewer

Setting Address	The Church of the Holy Sepulchre, Church Lane, Northampton, Northamptonshire, NN1 3NL
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Registered person	Jodi Donnell
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 opened in 2002. It operates from the premises of the Church of the Holy Sepulchre in the centre of Northampton and serves the local community.

The nursery is divided into two units. The baby unit caters for children aged under 2 years and consists of 2 playrooms and a separate room for children to sleep. Older children use one room and regular use of a large hall. There is a small courtyard for outdoor play.

The nursery is open between 08:15 and 17:45 all year round. Children attend for various sessions.

There are currently 31 children from 3 months to 5 years on roll. Of these 11 children receive funding for nursery education. Staff support children with special educational needs and children who speak English as an additional language.

There are 9 members of staff, a manager and the owner who work with the children. 5 staff hold an early years qualification and 4 are working towards a qualification. The nursery receives support from a local authority advisory teacher.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children start to understand the importance of simple hygiene practice as part of everyday routines. They wash their hands before eating and after visiting the toilet. Nappy changing routines effectively prevent the spread of infection. Children receive appropriate care in the event of minor accidents or illness because most staff hold an up-to-date first aid qualification and appropriately stocked first aid kits are situated around the nursery. Records that support children's good health are used effectively to ensure their needs are met. The nursery obtains written consent for emergency medical treatment or advice, and accident and medicine records are kept. Children have good opportunities to rest or be active according to their individual needs. Daily routines for children under 2 years are continued from home, and older children are able to sleep or play quietly when they are tired. Children regularly participate in active play both inside and outdoors. They develop their physical skills as they climb up the slide, roll hoops, and ride bikes and scooters, negotiating carefully to avoid others. Children under a year develop control of their bodies as they practise crawling and walking in the well organised environment. Children enjoy well balanced, nutritious meals and snacks including fresh fruit daily. Their good health is maintained because staff work in partnership with their parents to ensure their individual dietary needs are met, including those with special dietary needs. Drinks are available to children at all times.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children play safely in the well-organised and welcoming premises. Attractive displays of their artwork, posters and photographs help children gain a sense of belonging. Effective measures are in place to ensure children's safety, such as safety gates that prevent them entering the kitchen or using the stairs unsupervised, baby monitors that enable children to sleep safely and appropriately situated fire safety equipment. The premises are secure and ensures children are unable to leave unsupervised, and both staff and parents implement the procedures that prevents unknown visitors entering the nursery. Children are cared for by sufficient staff who

are suitably qualified and deployed effectively to ensure they are well supervised at all times. Space is organised to meet children's development needs and allows them to move freely, and participate in a wide range of activities. Children independently choose from the suitable range of resources and equipment that meets their play and development needs well. Children are protected from harm or neglect because staff understand the signs and symptoms of child abuse and follow the correct procedure if they have concerns about a child.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are settled and content in the nursery. They share warm caring relationships with staff and their peers, and are familiar with everyday routines. Younger children's home routines are incorporated into the nursery routine which helps them feel secure and gain a sense of belonging. Good attention is given to helping children settle in the nursery. Information about children is obtained from parents which enables appropriate care to be given, and information is shared between parents and staff daily to promote consistent care. Children under 3 years are starting to benefit from staff's developing understanding, and planning based on the 'Birth to three matters' framework. Children purposefully engage in the stimulating range of activities where they develop their physical, social, emotional and intellectual skills well. Children pour, scoop and feel the sand, while others play with rattles, soft toys and bricks. Children develop their language and communication skills as staff talk to them consistently, look at books with them and respond to their noises. Younger children start to develop their independence as they feed themselves with appropriate support from staff.

Nursery Education

The quality of teaching and children's learning is satisfactory. Children show interest in the stimulating range of worthwhile activities that are planned around the six areas of learning. Although children are making progress towards the early learning goals information about the Foundation Stage is not shared with all staff to ensure the quality of teaching and children's learning is consistent, and not enough information is obtained from parents about what their children can do when they enter the Foundation Stage. Staff know each child well, however, observation and assessment records are not used effectively to plan for individual children's learning, and more able children are not sufficiently challenged to reach their potential. Children play well together and are forming friendships with each other. They chat contentedly during activities with their friends where they share experiences as they play. They build models co-operatively using construction toys and have fun jumping around in large sacks. Children are becoming independent as they choose when and what to have at snack time. They speak with confidence, listen and take turns in conversation as they take on roles in the home corner and explain what they are building. Children listen to stories with interest and enthusiastically learn to speak French. Although opportunities for children to write for various purposes are limited, and they are not encouraged sufficiently to develop their early writing skills, children are starting to form letters correctly and assigning meaning to marks. They enjoy painting pictures

of themselves and family members, and copy thank you letters. Children start to recognise letters and older children link letters to sounds confidently. Children are developing an interest in numbers, however, not enough is done to help them consolidate their understanding of maths and solving simple number problems. They use mathematical language confidently during everyday activities and count spontaneously. Children recognise shapes and compare groups of objects. They enjoy using construction toys and recycled materials to create models such as castles and towers. Children show interest in the world around them. They learn to care for living things as they plant bulbs and seeds, and watch them grow. Children act out situations where they consolidate their learning about farm animals by playing with small world toys after a visit from Zoolab, when farm animals were brought to the nursery. Children explore various textures, and colours using their senses. They express themselves freely using paint, and feel, smell and mould jelly, pasta and play dough.

Helping children make a positive contribution

The provision is satisfactory.

Overall children's individual needs are met well. They feel valued and share warm caring relationships with the consistent staff, who know them well. Children receive appropriate care because of the generally effective partnership between their parents and staff. Information about children is obtained from parents during the settling in period, and shared daily thereafter, which helps children feel secure. Parents receive good information about the policies, routines and activities. Effective measures are in place to ensure children who may have special educational needs are identified, and that appropriate action is taken. Resources positively represent the children who attend, as well as individuals from the wider community. This helps children develop understanding and respect for others. Children are well behaved. They understand what is expected of them and are learning right from wrong because staff talk to them about being good and regularly remind them of the rules using clear explanations. As a result children's spiritual, moral, cultural and social development are fostered.

The partnership with parents of children who receive funding for nursery education is satisfactory. Parents receive useful information about the Foundation Stage and activities their children are involved in. Information is made meaningful during successful parents evenings where they experience some of the activities their children enjoy, and discuss what children will learn from the activities. Children's assessment records are shared with parents regularly, however, not enough information is obtained from parents about what their children can do when they enter the Foundation Stage, and they do not link clearly enough to the stepping stones to show children's achievements and progress towards the Early Learning Goals.

Organisation

The organisation is satisfactory.

Overall children benefit from the organisation of space, staff and resources. Children

are grouped according to their age and staff are deployed effectively, which enables appropriate care to be given in a safe environment. Children's welfare and care are promoted well because the nursery has clear recruitment procedures that ensure staff are suitable and appropriately qualified and experienced. Generally clearly written policies and procedures are in place to support the overall running of the nursery and ensure children are cared for appropriately. Although most records that promote children's welfare are well maintained, the record of complaints was not available for inspection.

The leadership and management of the nursery is satisfactory. The nursery shows some commitment to helping children make progress through training as some staff are working towards an early years qualification. Information about the Foundation Stage is not shared with staff sufficiently to enable children to reach their full potential. Although some systems are in place to monitor the quality of teaching and children's learning, it is not sufficiently developed, to show clearly how successful the quality of teaching has been in promoting children's learning or identify areas for development.

Overall the provision meets the needs of all the children who attend.

Improvements since the last inspection

The last care inspection recommended that the nursery ensure that persons who have not been vetted are never left alone with children, organise space and resources to meet the children's needs effectively, ensure all rooms are maintained at an adequate temperature and ensure that positive steps are taken to promote safety in the nursery including access to the kitchen, stairs and the management of access to the premises. Children's safety is promoted more effectively because staff who are not vetted are never left unsupervised with staff who are not yet cleared as suitable. Space and resources are better organised to meet children's needs, and allows them to move freely between activities and select their own resources. Rooms are maintained at a comfortable temperature and monitored with room thermometers and portable fans are used during warm weather. Safety gates are used to prevent children entering the kitchen or using the stairs unsupervised and access to the nursery is monitored through the use of an intercom system. The last inspection further recommended that the nursery ensure positive steps are taken to prevent the spread of infection in relation to the cleanliness of the toilets, and ensure parents sign all records of medicine administered to children. Children's health is better promoted because hygiene standards in the nursery have improved and effectively prevent the spread of infection and medicine records are signed by parents. The nursery also agreed to develop staff's awareness and understanding of effective ways of managing children's behaviour, and ensure there is a named member of staff who is responsible for behaviour management issues. All staff have received in-house training on behaviour management and use appropriate methods to manage children's behaviour. The nursery manager is the designated member of staff for behaviour management in the nursery. As a result children are well behaved and know what is expected of them. The last care inspection further recommended that the nursery ensures that the complaints procedure includes the name and address of the regulator (Ofsted), and that the child protection procedure complies with local

Area Child Protection Committee guidelines and that there is a trained member of staff who has responsibility for child protection issues. The child protection procedure has been updated to comply with local guidelines and the complaints procedure includes details of the regulator. The proprietor and manager share responsibility for child protection in the nursery. As a result children's welfare care and safety are promoted more effectively.

Complaints since the last inspection

Concerns were raised in April 2005, with Ofsted about the hygiene and cleanliness of the nursery, arrangements for children to sleep and about the activities provided. An Ofsted inspector visited the nursery to discuss the concerns raised, and to observe the premises and practice within the nursery in relation to National Standard 7 (Health) and 14 (Documentation). The evidence obtained during the visit demonstrated that these National Standards were not being met and the provision was required to improve hygiene standards and to ensure Ofsted is informed of any significant changes.

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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):

- improve outcomes for children by using an approach in line with the Birth to three matters framework
- ensure the record of complaints is available for inspection

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 staff's knowledge and understanding of the Foundation Stage
- develop the use of observation and assessment records, and planning to show how individual children's learning needs are met and how more able children are challenged to reach their full potential

- develop the information obtained from parents about what children know and can do when entering the Foundation Stage
- develop the opportunities for children to solve simple number problems during everyday practical activities, write for various purposes and develop their early writing skills.

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