

# Grange Kindergarten

Inspection report for early years provision

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**Unique Reference Number** 303231  
**Inspection date** 17 April 2007  
**Inspector** Angela Howard

**Setting Address** Broom Lane Methodist Church, Broom Lane, Broom, Rotherham, South Yorkshire, S60 3NE  
**Telephone number** 07887 947722  
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**Registered person** Mandy Jayne Rattenbury  
**Type of inspection** Integrated  
**Type of care** 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?

Grange Kindergarten is a privately owned community based playgroup which opened in 1978. It is accommodated in the local Methodist church hall in Broom, a suburb on the outskirts of Rotherham. The group offers childcare to the local community and surrounding areas.

A maximum of 32 children aged two to five years may attend the group at any one time. There are currently 54 children on register. There are 11 funded four-year-olds and 22 funded three-year-olds.

The group is open each weekday from Monday to Friday during term time only. It operates from 09.00 until 12.00 for the morning children and 12.30 until 15.00 for the afternoon children, with the option for children to attend the wrap-around care session over the lunch period from 12.00 until 13.00.

The pre-school has eight staff working on a full and part-time basis, of which all are working towards recognised early years qualifications. The pre-school are members of the Pre-School Learning Alliance and receive support from the local early years development workers.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children enjoy a reasonable range of healthy snacks and drinks. They enjoy apples and bananas each day with occasional treats of pineapple, grapes, strawberries and mangos. Children are beginning to understand the importance of taking regular drinks as a way to maintain their health as they access drinks after physical play. This results in children being appropriately nourished and ensures they develop an understanding of the importance of healthy eating.

Children are cared for in a generally clean and hygienic environment. They are beginning to understand simple hygiene practices, such as washing hands after using the toilet and before eating lunch. However, some procedures compromise children's health. For example, children do not routinely wash their hands before eating snack and all the children in the first floor playroom use the same bowl of water and towel all through the session. This does not effectively reduce cross infection. Arrangements for first aid and administering medication meet requirements, although records do lack sufficient detail and when recording accidents, the records do not maintain confidentiality.

Staff promote a healthy lifestyle by encouraging children to take part in some form of exercise each day. Children regularly enjoy exercise in the main hall and frequent opportunities to play in the fresh air. They use appropriate resources and equipment with growing confidence and ease.

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

The provision is satisfactory.

Children are kept safe from harm through appropriate adult supervision and the informal risk assessments that are implemented each day to identify and reduce potential hazards. For example, staff check the outdoor play area for broken glass before children use it. Indoors, staff ensure safety socket covers are in place and that there are no obvious hazards. However, the chair used for children to stand on so that they can reach the sink when washing their hands, is not sufficiently stable and there are no covers on the grates outdoors. Good security precautions are in place as the external doors are kept locked and all visitors are greeted at the door by members of staff. Fire safety is adequately addressed as exits are kept clear of obstructions and the fire drill is practised on a regular basis.

Children have access to a variety of age-appropriate play equipment that is stored safely. All equipment is regularly checked and cleaned to ensure that it remains suitable for children to use.

Staff have a secure knowledge of the child protection procedures. They have recently attended child protection training. The designated child protection officer ensures that procedures are up-to-date and that staff fully understand their roles and responsibilities. They are aware of the indicators of abuse and the action required to safeguard children. This results in children being safeguarded.

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

The provision is satisfactory.

Staff plan a wide range of purposeful and interesting activities according to children's ages and stages of development. This is fostered appropriately by the use of the 'Birth to three matters' framework. For example, the role play area is suitably equipped to allow children to act out everyday experiences, such as making toast, serving cups of tea with buns and brushing dolly's hair. Children receive a warm welcome and are eager to play and explore using the many different mediums on offer. For example, they pour water, dig in compost and sand and make patterns with their fingers in cornflour. This results in children feeling secure, stimulated and generally engaged in purposeful play.

Children are happy and settled in the pre-school, because they are cared for by friendly staff who help them to feel at ease in the setting. Children are encouraged to participate in all activities and spend their time purposefully, enjoying playing with the toys provided. The two to three-years-olds are confident, they play happily and are learning to take turns. They respond positively to others as they share trains, bricks, dressing-up clothes and books and experiment with sand, paint, pencils and chalks. The option of returning to provision that is provided continuously allows children to pursue their own interests and consolidate their learning.

Nursery education.

The quality of teaching and learning is satisfactory. Children make steady progress towards the early learning goals. This is due to staff having a sound knowledge and understanding of the Foundation Stage curriculum. A flexible approach to planning and an appropriate balance between adult and child-led activities allow children to explore, create and learn at their own pace. The stepping stones guidance is used appropriately to plan and provide a broad and reasonably well balanced range of activities and experiences. Staff use open-ended questions appropriately to challenge children's thinking and develop their language skills. They value children's contributions by listening attentively and displaying their work attractively around the pre-school. Assessments of children's progress are clearly linked to the stepping stones. This is recorded in photographs, children's work and written observations. Staff create an atmosphere where children develop good attitudes and appropriate dispositions towards learning.

Children's personal, social and emotional development is generally good. They are interested, confident and able to work on their own or as part of a small group. Children greet each other on arrival and are happy to participate in the activities on offer. They enter the pre-school confidently and complete some self-care tasks well, such as putting on aprons for messy activities.

Children are good communicators and have plenty of opportunities to talk to their friends and staff, particularly at register time, where they recall what has happened during the holidays, where they have been and what they have done. For example, they say they have been on holiday to Tenerife, had six Easter eggs and presents like dolls and cars. Older children are beginning to stand up for their own rights saying, 'this is my car you mustn't take it off me', 'I didn't do it, it was you' when someone puts powder paint on the garage. Staff skilfully extend children's vocabulary by introducing such words as 'squelch', 'swishy', 'swashy' and 'swirling, whirling' when reading favourite stories. Children have free access to writing materials each day and this is further extended to encourage children to practise writing skills for a purpose,

for example, to make marks to represent their name on pictures. However, older children are not sufficiently encouraged to link sounds to letters.

Children benefit from individual support to help them count up to 20 and to recognise shapes, colours and sizes. For example, children use comparative size and positional language independently when putting a jigsaw together and building with bricks. However, staff do not maximise opportunities in everyday activities to consolidate children's mathematical awareness, particularly with regards to simple number problems and calculation.

Children benefit from regular access to fresh air and physical activities. They run around, climb small steps and propel ride-on toys skilfully with their feet. However, this is not sufficiently challenging for the more able or older children. Children spontaneously sing and dance and show pleasure as they clap and nod their head in rhythm to songs and action rhymes. Overall children are making satisfactory progress in all areas of learning. This is recorded in photographs, children's work and written observations which are clearly linked to the stepping stones.

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

The provision is satisfactory.

All children receive an individual greeting as they are warmly welcomed into the pre-school. They develop a strong sense of belonging as they become familiar with routines and arrive eager to participate in the activities on offer. This results in children becoming independent, feeling safe and secure, through which they develop self-confidence and a healthy self-esteem. Children are valued and treated as individuals. Their needs are met as staff take time to get to know the children, have established warm and caring relationships and comment positively on children's achievements.

Children's awareness of equal opportunities is fostered appropriately. Children from a variety of ethnic backgrounds and children with English as an additional language are warmly welcomed into the group. Staff ensure resources and activities positively reflect the community, helping children to develop a positive attitude towards peers and their families. Children's social, moral, spiritual and cultural development is fostered.

A clear and generally consistent approach to managing children's behaviour effectively encourages children to behave well. They are given clear explanations and the opportunity to explain their behaviour when asked to conform, or in the case of younger children, distraction techniques are used appropriately. Frequent praise and encouragement is given as children play. Children's understanding is reinforced gently by staff building upon their self-esteem. The positive environment encourages children to be responsible for their own actions and to respect the needs of others.

Partnership with parents and carers are satisfactory. They receive appropriate information in a variety of ways to keep them informed of their child's care and progress. Policies and procedures and the curriculum are clearly displayed throughout the setting. Parents feel staff are friendly and approachable and say they can ask about their child's individual progress at any time. However, parents are not actively encouraged to contribute their views about their child's progress. The setting has an open door policy and parents are made welcome and appreciate the warm welcome they receive. Staff ensure they have sufficient information to assist in the smooth transition from home to the setting. All children benefit from the positive relationship and informal contact between parents and staff.

## **Organisation**

The organisation is satisfactory.

Children's welfare and enjoyment is promoted by the generally good organisation and flexible routines of the setting. However, there has been a clear breach in regulations as the provider was operating outside her registration agreement and did not notify Ofsted when she began offering wrap-around care at lunch time. This has now been resolved with the issue of a new certificate for full day care. Space and resources are used sufficiently well to ensure children are able to instigate their own play and learning. Therefore, children feel at home and at ease in their surroundings.

A wide range of policies and procedures, which contribute to children's health, welfare and safety are in place and are regularly reviewed. Regulatory documentation is kept up-to-date and well organised. However, the setting does not have permission from parents to seek emergency treatment. Staff have a firm commitment to the development of the setting and most staff will be qualified to level 3 in childcare and education by the summer. They have also attended, throughout the year, Foundation Stage, first aid, child protection and special educational needs coordinator training. Although they have been unsuccessful in securing a place on the 'Birth to three matters' training they have begun to effectively implement the framework.

Leadership and management of the setting is satisfactory. The manager of the setting plays an active part in the day to day operations of the setting, giving clear direction for staff. She works alongside staff to monitor their work practice and offer advice and support. This ensures clear aims for children's care and education are shared with staff and parents. Suitable systems are used to evaluate and monitor the quality of the educational provision. Staff work as a cohesive team to promote children's welfare and education. Overall, the provision meets the needs of the range of the children for whom it provides.

## **Improvements since the last inspection**

At the last inspection three recommendations were made all in relation to practice issues. Staff have continued to access relevant training and most staff will be qualified to level 3 by the summer. Methods for supporting individual children have been reviewed and staff make regular evaluations on the range of activities provided for the children in their care. Therefore, children's welfare and education is being promoted.

## **Complaints since the last inspection**

Since 1 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.

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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 children's awareness of good hygiene practice
- improve documentation on administering medication and following accidents
- ensure risks and hazards are identified and reduced effectively both inside and outside
- seek permission from parents for emergency treatment.

#### 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):

- extend children's opportunities to show an interest in number problems and simple calculation
- ensure physical activities are challenging for older and more able children
- extend opportunities for children to link sounds to letters
- develop the links with parents to encourage them to contribute to their child's learning and assessments.

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