

# Chipping Warden Kindergarten

Inspection report for early years provision

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<b>Unique Reference Number</b>	220288
<b>Inspection date</b>	09 October 2007
<b>Inspector</b>	Jill Nugent
<b>Setting Address</b>	Chipping Warden School, Byfield Road, Chipping Warden, Northamptonshire, OX17 1LD
<b>Telephone number</b>	01295 660025
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<b>Registered person</b>	Chipping Warden Kindergarten
<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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### WHAT SORT OF SETTING IS IT?

Chipping Warden Kindergarten opened in 1992. It operates from one room within the village primary school in Chipping Warden. Children share access to a secure outdoor play area. The kindergarten is open from 09:15 until 11:45 every weekday during term time and there is an optional lunch club from 11:45 until 12:45. The kindergarten also runs a session for two-year-olds each Monday from 13:00 until 15:00.

A maximum of 26 children may attend the kindergarten at any one time. Currently there are 39 children on roll, of whom 18 children receive funding for nursery education. The kindergarten supports children with learning difficulties and/or disabilities and those who speak English as an additional language.

A total of seven staff, all of whom hold relevant early years qualifications, work with the children.. The kindergarten is a member of the Pre-School Learning Alliance.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children's health is promoted well as the kindergarten has good medical procedures in place. All medical records are well maintained and the necessary permissions are requested from parents. Children are protected from infection because parents are given detailed information about childhood illnesses and exclusion periods. In the event of an accident children are well cared for because staff are suitably qualified in first aid and have good access to first aid equipment. Staff are attentive to matters of hygiene and ensure that children play and eat in a clean environment. There are appropriate procedures in place for changing children's nappies. Children are becoming aware of good hygiene practice as they are encouraged to wash their hands after going to the toilet and before eating snacks and lunch. These procedures contribute effectively to keeping children healthy.

Children have an increasing awareness of a healthy lifestyle. They have very good opportunities to learn about healthy eating and are offered a wide variety of nutritious snacks. These include fresh fruit, cheese and breadsticks with a choice of drinks. Children enjoy the social aspect of snack times, conversing with others and learning good manners. Those with special diets eat appropriately as all staff are aware of their dietary needs. Staff provide parents with information about healthy eating so that they are encouraged to include healthy foods in children's packed lunch boxes. Consequently, children are well nourished and this helps them to stay healthy.

Children have excellent opportunities for regular physical activity. They enjoy much fresh air and exercise in the outdoor playground and in their own outdoor play area. Young children develop body awareness as they explore interesting resources, such as the sand pit and climbing frame. They are well supported by staff who are on hand to help out and to increase their skills, for example, kicking footballs back and forth on the grass. They learn to negotiate space as they ride cars and trikes around the playground. These opportunities for fresh air and exercise help children to gain self confidence and to keep fit.

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

The provision is good.

Children are cared for in a welcoming environment. The play areas are bright and attractive with pictures, posters and art work on display. There is good access to a spacious toilet area and to the various outdoor play areas. Children's safety and security is promoted well because staff carry out risk assessments both indoors and outdoors. Any concerns are noted so that action can be taken to minimise the risk of potential hazards. Staff have various extra safety measures in place, for example, a safety gate between the play and reception areas and a high handle fitted on the connecting door to the school. Children keep secure because a bell entry on the main door allows for the close monitoring of visitors. Children are unable to leave the outdoor areas unsupervised as the catches on the outer gate are out of reach. Therefore, children keep safe and secure at all times.

Children use a wide variety of attractive and safe resources. All equipment is checked regularly for safety. The various play areas within the room are arranged so that children can move around freely and safely access resources. Children are becoming increasingly aware of personal safety. They are reminded how to use resources and equipment in a safe manner. They learn about road safety and keep safe on outings because staff follow written guidance, supervising children

closely. Children practise an evacuation plan regularly so that they know what to do in the case of an emergency. Staff have a satisfactory knowledge and understanding of child protection and safeguarding issues. They have a system in place for recording any concerns and know where to seek advice. Children are only allowed to leave with a known adult. Consequently, children are well protected.

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

The provision is good.

Children are well settled and happy in the setting. They come in to kindergarten confidently and eager to see what is on offer each day. They settle to a variety of activities, for example, pushing trains along a track and exploring play dough. They benefit from staff's involvement in their play and this helps them to make connections in their environment. For instance, a child is fascinated as an adult demonstrates how to roll and shape play dough, encouraging him to have a go himself. Children are learning to be independent as they make their own choices from the activities on offer. They are developing good relationships with others and play quite happily in groups. Their self-esteem is boosted through much praise from staff.

Children are involved in a wide range of activities which support their development and learning. There are very good opportunities for them to explore in different play situations and to develop communication skills in conversation with staff. They respond positively to staff when invited to join in an activity. They particularly enjoy story time, showing much interest in the pictures and what is being read. Children have opportunities to explore materials and express their ideas creatively. However, staff are not yet using the 'Birth to three matters' framework to really good effect to develop the planning of activities for young children and consequently build further on their natural curiosity as learners.

#### **Nursery Education.**

The quality of teaching and learning is outstanding. Staff plan the educational programme around topics, using the stepping stones of learning to show what children are expected to learn in each area. The written plans are extremely clear and easy to follow. They include free choice opportunities and adult-led activities, all of which are appropriate and flexible so that children of differing abilities can learn at their own level. Staff engage children effectively, explaining clearly what to do and offering support. They make learning fun, extending children in their chosen play activities as well as in organised activities. For example, children delight in a glove puppet used to accompany a number rhyme, raising their awareness of the use of numbers.

Staff are versatile in their approach and take opportunities to promote learning in different situations. For example, when children explore play dough staff make suggestions, such as modelling sausages and counting them. In this way children learn skills and concepts as they enjoy their own exploration. Staff are particularly adept at enhancing children's play and extending it by developing children's own ideas. For instance, a request to dress up in princess clothes leads to a trip to the 'palace' where they sing favourite songs. This child-centred approach is particularly effective in promoting learning through play.

Children persist and concentrate well on chosen tasks, learning to share resources fairly. They are developing their use of language in imaginative play and participate in group discussions. They are learning to enjoy books and like to share them individually with staff. They learn about sounds and letters in fun and creative ways, for example, experimenting with sounds in nursery

rhymes and painting letter shapes associated with their own names. Children discover more about meaning and representation as they make up poems which are written down by staff. They extend these early reading and writing skills as they record facts about their families and write their news.

In mathematical activities children learn to recognise numerals, and to count and represent numbers, for example, when labelling 'fingers', 'toes' and 'clocks'. They learn to use mathematical language to compare quantity, size and shape. When making self portraits they count the features on their faces. They have excellent opportunities to increase their number skills in activities which encourage them to add and subtract items, such as cubes of cheese on pitta bread. In modelling activities children use different shapes, learning to cut, join and construct. For example, they use their own ideas for making cardboard boxes into houses. A collection of machines and tools provides children with a wonderful opportunity to find out how things work. They also learn about living things as they observe nature, collect fruits and grow vegetables.

Children take part in a variety of creative activities, including painting, printing and collage. They enjoy the opportunity for free painting on the easel. They especially like to make music using musical instruments to accompany their singing. They join in enthusiastically, singing and moving to music played on the piano. They extend their physical skills in music sessions, joining in circle games and learning to use their bodies in different ways. They have great fun making different shapes with their bodies, increasing their control and balance. Outdoors, children develop their physical skills in an exciting environment where they can enjoy play and exploration using a wide range of resources.

Children make exceptionally good progress towards the early learning goals. Staff make observations of their learning in all areas and use this information to guide their future planning. The observations are collated into summative reports which are comprehensive and show exactly how children are progressing in each area of learning. The reports are individualised by the addition of personal comments and consequently provide a particularly useful record of each child's stage of development. Overall children are flourishing in a setting which promotes learning and challenges them in interesting and enjoyable activities.

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

The provision is outstanding.

Children are valued and included in the setting. They are invited to take part in organised activities and encouraged gently if unsure. They develop a real sense of belonging. They receive a friendly welcome and often one-to-one adult attention. Staff are very aware of their individual needs and respond immediately if they notice a child who is tentative or alone. They reassure younger children by explaining the routine of the session so that they feel secure. They offer children very good support, for example, helping children to find extra resources to enhance their play or to put on selected dressing up clothes in order to take on a particular role. As a result children are very content and involved in purposeful play.

Children are becoming aware of the needs of others and respond enthusiastically to requests to tidy away. They learn about a wider society through using resources which reflect diversity and taking part in activities planned around festivals. For example, they enjoy a Chinese Moon dance and learn about Saints days. Children with learning difficulties and/or disabilities receive exceptionally good support. There are excellent procedures in place for liaising with other professionals and ensuring that all staff are aware of children's needs. The setting is proactive

in carrying out relevant risk assessments and introducing extra equipment when necessary. This results in children gaining confidence and achieving well.

Children's behaviour is exemplary. The positive ethos of the kindergarten encourages children to respect others and their environment. Staff deal consistently with behavioural issues and encourage positive behaviour through constantly praising children. They keep a very close eye on children and intervene to help them negotiate if a dispute arises. Children are well aware of their boundaries and respond positively to any instructions or requests. They quickly learn to accept any decisions made by an adult, sometimes choosing an alternative play situation. Staff's cheerful but firm approach helps children to learn to behave responsibly and make a positive contribution to the setting.

Children's spiritual, moral, social and cultural development is fostered.

Staff work very closely with parents and carers. They offer detailed information in the prospectus about the kindergarten's procedures, staffing arrangements and possibilities for parental involvement. Staff liaise with parents regarding settling children in and develop friendly relationships over time. They make it easy for parents and carers to collect children's work at the end of the session through the provision of individual 'pigeon holes'. They are always available to talk with parents and this is of benefit to children. Parents are highly satisfied with the care provided.

The partnership with parents and carers of nursery funded children is outstanding. There is very useful and clear information in the prospectus concerning the Foundation Stage of learning and early learning goals. The weekly planning is displayed so that parents know what is happening each day. In this way they can become more involved in their children's learning, for example, by bringing in items related to a topic. At Harvest Festival, parents make vegetable models at home with their children which are brought in to share with others. They have regular opportunities to discuss their children's progress with staff and receive an attractive book containing their children's work when they leave. This provides a visual record of children's time at kindergarten to accompany their leaving reports. Children benefit greatly from this close working partnership.

## **Organisation**

The organisation is good.

The kindergarten's policies and procedures work successfully in practice to promote the outcomes for children. There is a set of very detailed policies in place, presented in an easy-to-read format and readily available to parents. All information about children is kept securely in a filing cabinet. Attendance registers are well maintained. The written planning for the nursery education programme is kept up to date and on display. There is an array of information available to staff which sets out their responsibilities and supports them in their roles. This well-organised documentation provides a very good framework for children's care and education.

Staff have a good knowledge of childcare and are committed to the continual improvement of their practice. There are good procedures in place for the employment and induction of new staff. Regular appraisals are held so that staff have an opportunity to further their own professional development. They are able to access a variety of in-house training and have been working recently on developing their teaching practice. Children benefit from their acquired knowledge and skills.

Staff have a high regard for the well-being of all children. They maintain good adult to child ratios and are actively involved with children throughout the session. A happy atmosphere prevails in which children thrive. They enjoy plenty of choice within the daily routine, much space to play and a wide variety of learning experiences. Staff are caring and attentive, sympathising with children in their disappointments and rejoicing with them in their discoveries. Children feel special and well cared for in a safe and stimulating environment.

Overall children's needs are met.

The leadership and management of the nursery education is outstanding. The manager is actively involved in all aspects of the programme. She is an excellent role model, committed to her job and bringing the best out of her staff as they put their written plans into practice. She meets with staff regularly, evaluating the activities and monitoring the overall provision in order to guide the development plan. She is always working towards improving some aspect of the nursery education, for example, redesigning and resourcing a book corner. She has good links with the school and is keen for all children to achieve the best they can before moving into the reception class. Her enthusiastic approach contributes to children becoming high achievers during their time at kindergarten.

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

At the previous care inspection the kindergarten was asked to develop their operational plan with regard to staff training, and key working, and to extend the written statement on special needs. They were also asked to ensure that drinking water is available to children at all times. The operational plan has been developed and there is now a greater emphasis on accessing training for staff and ensuring flexibility within the key worker system. The special needs statement has been extended appropriately. Children have access to a water dispenser throughout the day and this helps to reduce the risk of dehydration. This response has led to an improvement in the outcomes for children.

At the previous nursery education inspection the kindergarten was asked to develop opportunities for older children to operate more independently and to increase their mathematical skills through problem solving. Children now have many opportunities for independent choice and are able to take part in activities which help them to increase their mathematical skills in a variety of situations. These developments have contributed to the ongoing improvement of the nursery education programme.

### **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.

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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The quality and standards of the nursery education are outstanding.

### 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):

- further develop the use of the 'Birth to three matters' framework in planning activities for younger children.

#### **The quality and standards of the nursery education**

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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)