

The Kindergarten

Inspection report for early years provision

Unique Reference Number	101629
Inspection date	04 March 2008
Inspector	Melissa Cox
Setting Address	The British School, Wortley Road, Wotton-under-Edge, Gloucestershire, GL12 7JU
Telephone number	01453 843371
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Registered person	The Trustees of The Kindergarten
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 1993 and is a committee run group. It operates from two rooms and an adjacent enclosed outside play area in The British School in Wotton Under Edge, Gloucestershire. Children have accompanied access to toilets and other areas of the school. The Kindergarten serves the local area.

The Kindergarten offers full day care for 24 children aged from two years nine months to five years. There are currently 26 children on roll. This includes 24 funded children. Children attend for a variety of sessions. The setting supports children with learning difficulties and/or disabilities.

The group opens for five days a week during school term times. Sessions are Monday to Friday from 09.00 to 1.00 an extended session until 14.00 on a Tuesday afternoon. Children have the option to attend a lunch club after the morning session.

Five staff work with the children. Three have early years qualifications equivalent to NVQ Level 3 and above. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from eating healthy snacks, including plenty of fresh fruit, vegetables and savoury items such as toast. Snack time is a social occasion, where staff and children sit together and these routines are enjoyed by the children who are eager to try new foods, pour themselves drinks or serve their peers. They take plenty of fluids, as staff encourage them to drink water, juice or milk at snack, and fresh drinking water is always available to them. Appropriate information has been obtained from parents about any special dietary needs and staff ensure those children are fully included. Children have an opportunity to stay for lunch club and bring their own packed lunches which are stored appropriately.

All required regulatory paperwork to ensure children's health, is maintained. All staff have current first aid qualifications, and records of accidents are shared appropriately with parents. Medication is only administered with written instructions and consent from parents and the record is signed by them to acknowledge every entry. There is a clear sickness policy which further ensures the children's good health.

Children learn the importance of hygiene routines, washing their hands appropriately before they eat. They discuss the importance of hand washing to 'get rid of germs' and show good independence during this routine, as staff escort them to the bathroom. However, after washing their hands for snack time the children sit on the floor while waiting for their snack to be prepared which could compromise the children's health.

Children benefit from daily fresh air and regular exercise, as they make use of the outdoor environment or the large indoor hall or classroom. Children take risks as they climb on the play equipment showing increasing coordination and skill, for example, as they climb up the rungs or skilfully jump from the top of the climbing frame. They ride tricycles, scooters and ride-on toys, which they manoeuvre around the play area and eagerly participate in outside play. Walks in the school grounds are encouraged and children enjoy searching for leaves and sticks to use of their artwork. Children have very good opportunities to use a wide range of small equipment to develop their fine control, for example, cutting with scissors, using paintbrushes or glue sticks.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children have access to a classroom which is welcoming and bright with displays of previous work on the walls. Children have access to a satisfactory range of toys and play materials which staff prepare for them at the beginning of the session with some resources organised to be accessible to the children. Children are confident to move around the setting and choose what interests them, for example, working on the computer or playing with wooden cars. However children's choice is often limited as staff direct them to activities during the session which do not always capture their interest and this impacts on the children's learning.

Children are well supervised by staff at all times, who take good measures to reduce potential risks around the building, both inside and outside. Written risk assessments are carried out and these are supported by detailed policies and procedures to ensure that the staff are consistent in keeping children safe. Fire drills are practised regularly. The kindergarten has suitable security

arrangements in place and parents and visitors are let in and out and are challenged if staff do not know them. Children learn to keep themselves safe by giving each other gentle reminders of the safety rules of the group, for example, reminding each other not to run or how to cut carefully with scissors.

Children are effectively safeguarded because staff clearly understand their role in child protection and are able to put appropriate procedures into practice when necessary. They have a working knowledge of the possible signs and symptoms which would cause concern and how to manage these. Supporting documentation is available and shared with parents.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are confident and happy as they leave their parents to play. Staff are dedicated and enjoy the company of the children in their care. The children's understanding of language is promoted well by staff through constant conversation, questions and individual attention. Staff sit with children to talk about their toys and books and prompt them to name objects and shapes. Consequently, children are developing their communication skills and are able to express their needs. All children enjoy themselves at the kindergarten and the activities offered are fun and enjoyable, although more able children find some activities too easy and become bored or restless by mid-morning. Assessment and observations of progress for those children under three is maintained to a satisfactory level. Staff know the children well, but only keep adequate records of their progress which impacts on their future learning.

Nursery education

The quality of teaching and learning is satisfactory. Teaching is appropriate for all groups of children and staff understand children's needs by providing a sufficient range of activities and experiences. They have a sound knowledge of the Foundation Stage, a reasonable range of teaching methods and a satisfactory understanding of how young children learn and progress. The level of challenge is sufficient to interest most children in the activities to enable them to make satisfactory progress. However many of the routines within the day are very adult directed and this impacts on children's ability to learn as they lack free choice. Children are beginning to concentrate well and some children persevere with tasks showing growing levels of confidence and self-esteem. For example, they spend suitable periods of time playing in the water play, or counting out bears at the maths table.

Children enjoy books and understand how books work. They enjoy the opportunities to look at reading materials and participate with enthusiasm for example singing out the song for Old McDonald as they read the words. Children are enthusiastic about numbers and counting and many count to numbers exceeding 10. They enjoy a variety of games that support their counting and more able children understand how to put a line of numbers in the correct order. They have many opportunities to learn about more and less than, during planned and unplanned activities and compare volume and quantity during a water play activity. Children have some access to different types of technology, such as a computer and remote control vehicle which they use confidently and with increasing control.

Helping children make a positive contribution

The provision is satisfactory.

Children are welcomed into the kindergarten by staff making the children feel valued. They show familiarity with this routine and settle fairly well. They have access to appropriate resources within their natural play which reflect positive images of society, such as puzzles, dolls and books. Religious and festival dates are celebrated, for example, Diwali, Chinese New Year and Easter. This ensures children learn about traditional celebrations and learn about other people's way of life and helps to promote understanding and acceptance. Staff work closely with parents to ensure consistent care is provided, seeking additional support and advice from outside agencies if required. Children with learning difficulties and/or disabilities are able to have their needs met as staff are knowledgeable and have a caring approach to helping them with their individual needs. Children's spiritual, moral, social and cultural development is fostered.

Behaviour in the kindergarten is good. Children behave well, and are developing caring relationships with staff and their peers. They are polite and respond generally well to requests from staff, such as helping to tidy away their toys. Staff support children well in helping them to understand right from wrong and the routines of the setting. There is a clear behaviour policy which is implemented in the kindergarten, however this lacks a statement about bullying.

Partnership with parents of nursery education children is satisfactory. Parents take the opportunity of talking to staff about their child's achievements and progress, daily on arrival or collection. Parents are provided with some information regarding the Foundation Stage curriculum when they first enrol their child. Further information for parents is available on the notice boards and includes details of fundraising and some information about topic work. Parents speak readily of their satisfaction with the care the children receive. Parents are made aware that the group have an open door policy and are encouraged to spend time at the setting as a parent helper or a committee member. However, the kindergarten do not have suitable systems in place to regularly update parents on their children's progress or encourage them to be more involved in their child's learning.

Organisation

The organisation is satisfactory.

Documentation within the kindergarten is well maintained although a minor amendment is required to the group's behaviour policy. Most importantly the documentation works in practice to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution. Staff are well qualified and are supported in developing further knowledge and training in all aspects of childcare. They have clear roles and responsibilities and work together well. Staff deployment is generally good, and always meets the required ratio. However, the organisation of some routines within the kindergarten, for example snack time, can impact on children's purposeful play during the session as they are very lengthy.

Leadership and management of the nursery education is satisfactory. The manager and committee have a positive aim for the setting and have positive expectations of the whole staff team. Staff working with the children are committed and work hard to promote the children's well-being. Self-evaluation is ongoing and action plans have been developed covering some aspects of the curriculum to ensure that improvement for children's learning is on-going. Systems are being developed to monitor the staff's understanding of the Foundation Stage and their implementation of it but are not always used to identify ways to improve teaching.

As a result children are making satisfactory progress in their learning. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection the kindergarten were asked to improve information for parents concerning staff responsibilities and the setting's own procedures to address child protection concerns, including allegations against staff. The committee and staff have amended the kindergarten's documentation and it now contains the necessary details.

At the last nursery education inspection the kindergarten were asked to consider the implementation of plans for children to develop their skills and understanding in information technology and communication technology and for staff to record the next learning possibilities for individual children. Staff have attended an IT course and sourced more IT resources resulting in a satisfactory level of improvement for the provision of information technology. Planning has also been addressed and staff now record the next learning possibilities for individual children, although are less successful in using this information to influence their daily planning.

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.

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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):

- review hygiene procedures to ensure hand washing is effective
- ensure the written behaviour policy has a statement about bullying
- review the organisation of the daily routine to ensure children are purposefully engaged and have more opportunities to initiate their own play experiences

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):

- evaluate the range of activities provided to ensure that children are challenged appropriately in their learning
- gather information from parents regarding children's starting points to enable staff to build upon what children already know and can do and develop systems to share this information more frequently with parents(also applies to care)
- develop systems to monitor the effectiveness of the nursery education provision ensuring all areas of learning are covered

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