

# Goodmayes Kindergarten

Inspection report for early years provision

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<b>Unique Reference Number</b>	128465
<b>Inspection date</b>	12 March 2008
<b>Inspector</b>	Gill Thornton
<b>Setting Address</b>	Goodmayes Methodist Church, Percy Road, Ilford, Essex, IG3 8SF
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<b>Registered person</b>	Maureen Cassidy
<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 good.

### WHAT SORT OF SETTING IS IT?

Goodmayes Kindergarten is one of two provisions owned by the registered provider. It was registered in 1999 and operates from three base rooms within the Goodmayes Methodist Church Hall in the London Borough of Redbridge. A maximum of 60 children may attend at any one time. The kindergarten is open each weekday from 09.30 to 12.00 during term time only. All children share access to a secure enclosed outdoor play area

There are currently 55 children aged from two to under five years on roll. Of these, 43 children receive funding for early education. Children come from the local catchment area. The kindergarten supports a number of children who speak English as an additional language.

The kindergarten employs eight members of staff. Of these, six hold appropriate early years qualifications. The kindergarten receives support from the Early Years Pedagogy Advisory Team, is a member of the Pre-school Learning Alliance and is working towards the QUILT Quality Assurance scheme.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children are developing an understanding of the importance of good personal hygiene through well-established routines. Children wash their hands after using the toilet and know to clean them with wipes before snack time. Positive steps are taken to promote children's good health and encourage them to manage their own personal needs. Children are well protected from infection as staff follow consistent routines to promote good hygiene practices.

Children's good health is promoted by the implementation of appropriate sickness and medication policies. All the required documentation and consents are in place to ensure children receive appropriate attention in an emergency situation. Accident records are maintained, although the details contained in entries are somewhat limited. Appropriate procedures are in place for the administration of medication, although current procedures do not request parents' signature to acknowledge the entry. Two members of staff hold current first aid certificates to ensure they are aware of the correct procedures to follow in an accident or medical emergency.

Children are able to help themselves to drinking water throughout the session. The well-organised rolling snack time enables them to take responsibility for their own needs and eat at their own pace. Parents contribute a daily piece of fruit. This is prepared and sliced by staff and then placed on large plates to enable children to make their own choices from an attractive selection of fruit each day. Consequently, staff, parents and children work together to promote an understanding of a healthy diet. Children are encouraged to pour their own drinks of either milk or water and staff discuss the importance of a healthy diet with children while they sit chatting together at snack time.

Children enjoy a range of daily physical activities, both indoors and outside, that contribute to their health and physical fitness. Because of the size of the outdoor area and the layout of the building, half the children play outside each day while the other half take part in physical activities such as music and movement sessions, action rhymes or games such as 'Mr Bear, Mr Bear', where staff and children delight in the excitement of trying to run away with Mr Bear's honey. In the small outdoor area children practise their throwing and catching skills, play with hoops, experiment making sounds with pots and pans and paint using water and large brushes. Staff provide them with different physical equipment in the large hall each day, such as tunnels and slides or the always popular ride-on toys which they pedal with increasing skill and control.

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

The provision is good.

Children are cared for in a safe and secure environment where staff take appropriate steps to minimise risks to children. Staff spend considerable time preparing the premises before children's arrival to create a stimulating, child-friendly environment with appropriate facilities to promote children's independence. The premises are kept locked during sessions to prevent unauthorised access and staff carefully monitor children's arrival and departure to ensure they are all accounted for and only leave with an authorised adult. Space and resources are well-organised to enable children to move confidently and freely between the two large halls and the smaller room used for messy play. Staff supervise children closely when escorting them through the kitchen to access the outdoor area and remind them to be careful of potential hazards.

Children have access to a good range of safe and suitable toys and equipment that are well maintained and meet safety standards. They have opportunities to self-select resources from well-designed trolleys supporting certain areas of learning. Staff supervise children's play to ensure toys and equipment are used appropriately. Children are provided with a good range of child-height furniture to enable them to play and learn in safety and comfort. Staff practise emergency evacuations with the children so that everyone knows what to do in the event of a fire. Children are developing an understanding of how to keep themselves safe and to follow safety rules, for example, to be careful of others when using the ride-on toys and to only use them in the main hall. Visits into the kindergarten by a road safety officer helps children develop their understanding of safety when crossing the road through acting out role play activities.

Children are cared for by suitable staff who are vetted and have the relevant experience, knowledge and skills to ensure their safety. Children are safeguarded because staff are aware of their responsibilities to protect children and they are familiar with the correct procedures to follow if they have a concern.

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

The provision is good.

Children are happy and settle well or are supported to do so by staff in the welcoming and stimulating environment. Staff ease children's separation from their parents and carers by ensuring popular activities are freely available on arrival to distract them from the anxiety of parting. Children are motivated and interested throughout the session in the wide range of purposeful and developmentally appropriate activities. Children form warm relationships with the sensitive and caring staff who show interest and enjoyment in their play to help them develop their self-esteem.

Children soon learn to understand the clear routines of the kindergarten and confidently access activities that interest them from within the three rooms. They develop a sense of belonging as they come together in their own keyworker groups when they are able to share their news and ideas without the distraction of being in one large group. Staff know the children well and adapt their interactions to take account of their individual stages of development and level of understanding.

### **Nursery Education**

The quality of teaching and learning is good. Staff have a sound knowledge of the Foundation Stage and how children learn and they use this to provide an interesting range of activities balanced across the six areas of learning. Teaching strategies meet the needs of the children attending and help them make good progress. Planning for the everyday curriculum ensures toys and activities are rotated on a daily basis to engage children's interest and provide them with their favourites such as role play or stories to help them feel secure. Each day they enjoy a different activity in the 'messy room' to explore and investigate materials, such as cornflour mixed with water, shaving foam or pasta. Staff are in the process of implementing a new system of observation and assessment to identify children's next steps in learning to inform future planning. This is still in the developmental stages as they have not yet completed a planning and assessment cycle to ensure all staff fully understand their new role in monitoring children's progress towards the early learning goals.

Staff interact well with the children and use encouraging and enthusiastic approaches to help them learn to concentrate and persevere, for example, when enjoying action rhymes and songs

such as 'Wind the bobbin up'. They engage and interest the children and use open-ended questions to extend their thinking skills. For example, in the home corner encouraging children to think about what babies might like to eat and why. Staff use calm and consistent expectations of good behaviour to which most children respond well. They are sensitive in extending children's early language and communication skills, while acknowledging and respecting their home language. They teach children key words by using them in response to a child's 'have-a-go' words to help them develop speech using appropriate words and speech patterns.

Children enjoy their time at the kindergarten and have a positive attitude to learning. They make good relationships with staff and look forward to seeing each other. For example, on arrival a child excitedly gave their friend a card they had made for them at home. Children are confident to play on their own or with others, interacting and negotiating as they share ideas and experiences. The move to a more child-initiated curriculum enables children to learn at their own rate while exploring toys and activities that motivate and interest them.

Children show good levels of curiosity and use all their senses to explore different materials and their environment. They are beginning to recognise their own names and develop an understanding of written text. Staff encourage their early writing skills and pencil control at the graphics table, where they explore a range of materials and use tools such as a hole punch and scissors. Children enjoy frequent opportunities to listen and respond to books and eagerly request their favourite stories. They are beginning to use mathematical language in their play and recognise and identify shapes, such as while using the playdough cutters. They enjoy taking part in games to develop their sorting and matching skills and excitedly try to remember the colour of a compare bear hidden by a member of staff.

Children use examples of everyday technology in the role play area and enjoy trying to complete simple programmes on the laptop with staff support. The karaoke machine is ever popular and children develop their self-esteem as they are encouraged to sing their favourite songs to the applause of staff and children. Children enjoy various role play situations such as a hairdressers, shop or office, supported by various props to extend their ideas. For example, a washing machine made from a cardboard box and large empty washing powder cartons which children enthusiastically describe as 'massive'. They use imaginative language to support their play, for example, saying how they are cooking pasta for tea and telling everyone to hurry up and sit down. Children enjoy mixing colour and paint at the easels, with older children proudly describing their pictures to adults. The creative trolley provides children with a stimulating range of collage materials to encourage them to explore and experiment with their own ideas. Overall, children make good progress in their learning and achieve well given their capabilities and starting points.

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

The provision is good.

Good knowledge of children's linguistic, cultural and religious backgrounds contributes towards their individual needs being well met. Communication with children and parents is strengthened by diversity within the staff team who, between, them can speak a range of community languages. Children learn about themselves and the wider society as they engage with a good range of resources promoting positive images of diversity, such as books, puzzles and small world figures. Through planned activities children learn about festivals which are celebrated throughout the year, including Christmas, Diwali and Eid to help them gain an understanding of the beliefs of others.

The provision has a positive approach to caring for children with learning difficulties and/or disabilities and works in partnership with parents and other professionals to ensure their specific needs are met. Children's spiritual, moral, social and cultural development is fostered. They are learning right from wrong and to show care and respect for others. Children are learning responsible behaviour and to share and take turns. Staff are good role models and use calm and consistent strategies and encourage children to be polite and helpful.

The partnership with parents and carers of children receiving nursery education is satisfactory. Parents are generally pleased with the progress made by their children. However, they do not currently have opportunities to become involved in their children's learning or share in their progress. The new assessment process has yet to be shared with parents to enable them to contribute to, and share in their children's next steps in learning.

Staff ensure they are on hand to greet parents and their children on arrival and the friendly exchange of information ensures children's changing needs are met. Effective settling-in procedures and information gathered from parents about their children's individual needs promotes continuity of care. Parents are provided with information about the running of the kindergarten and the care provided via the welcome brochure, newsletters and the notice board, which includes information in different languages. All the required documentation and consents are in place to ensure children are cared for according to their parents wishes.

## **Organisation**

The organisation is good.

Effective staff deployment and the grouping of children within the three rooms ensures adult to child ratios are met. Staff work well together as a successful team, they have a high regard for the well-being of the children and follow clear routines to which the children respond well. The good organisation of time, space and resources positively supports children's care, learning and play.

Established recruitment procedures are in place to ensure children are protected and cared for by experienced and qualified staff with a sound knowledge and understanding of child development. Policies and procedures are up to date and meet the current requirements of the National Standards and regulations. All the required documentation is in place to support children's welfare and the successful running of the provision. Overall, children's needs are met.

The leadership and management of nursery education is good. Senior staff work closely together to develop and improve the provision of nursery education. They have been working with the local pedagogy team to develop their practice and have reviewed the curriculum to provide a strong focus on child-initiated play. Effective staff appraisals provide opportunities to acknowledge staff strengths and interests and identify areas for professional development. The majority of staff are qualified to level 2 or 3 and the kindergarten supports staff in attending ongoing training to update their knowledge and skills.

## **Improvements since the last inspection**

At the last inspection, to improve the standards of care, the kindergarten was asked to: ensure 50% of staff were suitably qualified; develop procedures at snack time to give children more independence and choice; develop opportunities for parents to receive information about their children's progress; develop staff's knowledge and understanding of child protection issues;

ensure the contents of the first aid box are regularly checked; maintain an attendance record and develop the lost and uncollected child policy.

Snack time routines have been reviewed and children are now able to choose when to access a rolling snack time when staff encourage them to pour their own drinks and children choose from an attractive selection of fruit, so improving their independence and ability to make healthy choices. Well over 50% of the staff team are now qualified to level 2 or 3 and the staff handbook has been reviewed to include the local safeguarding children board procedures. The contents of the first aid box are monitored against an appropriate list from first aid training. Documentation has been reviewed to ensure there is an appropriate lost and uncollected child policy and an accurate attendance record is maintained of children, staff and visitors to the kindergarten. As a result, children's safety and welfare have been enhanced. Opportunities for parents to receive regular information about their children's progress are still being developed and will be carried forward from this inspection.

To improve the standard of nursery education the pre-school was required to: develop staff's knowledge of the Foundation Stage; develop the system of planning and assessment and provide children with regular opportunities to explore using all their senses and extend their own ideas and creativity. All staff have attended curriculum workshops and this combined with the number of staff that have obtained a childcare qualification has improved their knowledge, and the implementation of, the Foundation Stage curriculum. The kindergarten also provides a more child-initiated play and learning environment to enable children to develop their own interests and independence. Children have daily opportunities to explore and investigate a range of different materials and to observe and comment on change. The use of creative and graphics trolleys provides them with opportunities to self-select from a range of media and materials which they use to explore and experiment their own creative ideas. These measures have had a positive impact on the quality of nursery education. The kindergarten are in the process of implementing a new system of planning, observation and assessment to identify children's next steps in learning and inform future planning, but this still remain an area for improvement and, as a result, will be carried forward following this inspection.

### **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**

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 good.

## 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):

- develop accident records to include more detail, and records of medication administered to include space for parent to acknowledge the entry.

### **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):

- continue to develop assessment records to identify children's next steps in learning and use to inform future planning
- develop opportunities for parents to share information on their children's progress and become involved in their children's learning.

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)