

The Kindergarten (Salford Priors)

Inspection report for early years provision

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Inspector Sally Wride

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Type of inspection Nursery Education

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 NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

The Kindergarten (Salford Priors) opened in 1993 and moved to its present premises in 2005. It operates from a classroom in the local primary school in the village of Salford Priors. The group serves the local area and has strong links with the school. There is a fully enclosed play area available for outdoor play.

A maximum of 20 children may attend the setting at any one time. There are currently 41 children from two- to four-years-old on roll. This includes 30 funded children. Children attend for a variety of sessions. The setting has procedures to support children with learning difficulties and/or disabilities, and who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 08:30 until 15:30. In the summer holidays a play scheme operates for four weeks and is open to children up to eight years of age.

There are five members of staff who work with the children. All members of the staff team have early years qualifications to National Vocational Qualification level 2 or 3. The setting receives support from a teacher from the local authority.

Helping children achieve well and enjoy what they do

The provision is good.

Nursery Education:

The quality of teaching and learning is good. Staff have a good knowledge and understanding of the Foundation Stage curriculum, early learning goals and how children learn and progress. The learning programme and activities provided are planned to provide a broad and balanced range of activities which challenge all children well across the six areas of learning, according to their individual needs and progress. This is developed through effective observation and assessment procedures, which inform staff of key areas of focus for individual children. Staff are enthusiastic in their delivery of the curriculum. They offer clear instructions, interact well with the children, listen to them and question them appropriately. Consequently, children are motivated to learn and concentrate well at given tasks. Indoors, children are involved in both structured and self-chosen activities and play. However, although children have access to the outdoor learning environment each day, the organisation of activities tends to favour structured activities over opportunities for free play. As a result, children do not always have the opportunity to spontaneously explore the outdoor environment or extend their own learning without staff involvement.

Children show a strong sense of belonging within their learning environment and are eager to take part in structured activities and free play. They play cooperatively with their peers in small or larger groups and happily share and take turns. Children are content to explore activities alone and display high levels of involvement and concentration in their chosen activity. They behave very well and benefit from staff who explain why certain behaviours are not appropriate, which supports their understanding of right from wrong. They are warmly praised for their efforts and achievements which positively fosters their self-esteem. Children's independence is fostered as they manage their own toileting needs and dress themselves in their sun hats in preparation for outdoor play. Children are confident speakers and use language to express ideas and feelings and for fun. They are beginning to recognise and identify their names, link sounds to letters and recognise that different words begin with the same sound. They practise mark-making each day and many are able to form recognisable letters or write their own names. Children have free and easy access to books and enjoy sitting as a group to listen to a story, which often relates to the theme.

Children see numbers, letters and text displayed in their learning environment. This helps them to develop an understanding that print carries meaning and is conveniently located for children to refer to during their play. They develop an understanding of numbers, counting and sequence during activities and games, such as, number croquet and quoits. However, staff do not always extend children's number and problem-solving skills in less structured activities. They regularly play with sand, pouring from one container to another and develop an understanding of volume and capacity. Children are introduced to the world around them and show a keen interest. They learn about the care of living things when they observe newborn caterpillars developing into chrysalis form and then hatching into butterflies. They go on mini-beast hunts and explore their finds with magnifying glasses and binoculars. Children have free access to a computer within their learning environment. They have knowledge and understanding of simple programmes and many demonstrate competent mouse skills. Children build with a range of construction toys. They often design their construction with an aim in mind, for example, a

kennel for their pet dog or a three-bedroomed house with the larger bricks when playing outdoors.

Children enjoy having a run around in their outdoor environment, enjoying the fresh air and the opportunity to socialise with their peers. They extend and develop their physical control as they play games of croquet and quoits, push dolls around in pushchairs and pedal bikes and tricycles. Children use their fine muscle skills well, for example drawing, manipulating play dough and using tools such as rollers, cutters and scissors. Children's imagination is fostered well in the well-resourced role play area. They take on roles, such as a vet, to help their customer's pets feel well. They are confident to independently initiate their own creative learning using a range of art and craft materials and enjoy structured craft activities to create with an aim in mind, for example paintings of their pets. Children use musical instruments both indoors and outside. They engage in structured activities to replicate sounds, for example jumping grasshoppers and slithering snakes. They use karaoke machines to sing familiar songs and rhymes and also engage in singing sessions during the day. Children are confident to spontaneously burst into song as they play and experiment with the different sounds that they can make by positioning their tongues in different places within their mouths. Overall, children make good progress in all six areas of learning.

Helping children make a positive contribution

The provision is good.

Children have access to a range of resources that reflect positive images of diversity. They engage in a range of activities throughout the year that help them to develop an appreciation of the wider world and a range of different festivals and events from their own and other cultures and religions. The setting has procedures in place to support children with learning difficulties and/or disabilities and who speak English as an additional language. Staff are aware of the advice and support that is available to them via external agencies and health professionals. Children behave very well and benefit from staff who openly recognise their efforts and achievements and talk through any issues that arise. This ensures that children develop an understanding of right from wrong. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. Parents are provided with written information in the setting's prospectus about the Foundation Stage curriculum and the six areas of learning. Planning documents are displayed within the setting for parents to view if they wish and more detailed information about planned themes and activities is provided in regular newsletters. Via newsletters, parents and children are asked to find articles from home to share with other children that support the themes and activities that children engage in whilst in attendance at the setting. This ensures that parents are well informed of activities provided to their children, in order to support their learning from home.

Each term parents are invited to attend an information evening that focuses on the Foundation Stage curriculum, the six areas of learning and target areas of learning for children within the setting. Each evening is based on a different theme and provides parents with information of how they can support their children's learning from home. Useful information sheets are provided for parents for their reference at home. Parents are kept well informed of their children's progress and learning needs through effective systems of verbal communication with staff at the start and end of each day. Observation and assessment records are available for parents to view at any time and are more formally shared during parents meetings that are held each term.

Parents are encouraged to come into the nursery to participate in activities as well as to share any particular skills they may have, such as gardening and showing the children their pets.

Organisation

The organisation is good.

The leadership and management is good. The owner and manager of the setting is committed, enthusiastic and a positive role model to her staff team. She readily involves all members of staff in the process for identifying areas of strength and those for further improvement within the provision for nursery education and a formal self-evaluation system is in place. There is a clear vision for the delivery of the Foundation Stage curriculum with a strong focus on the personal development and achievement of all children. Effective observation, assessment and evaluation systems ensure that each child's individual learning needs are considered. As a result, all children are supported to achieve their full potential.

Effective recruitment, vetting and induction procedures are in place which ensures that children are cared for by suitable adults who are well informed of their roles and responsibilities within the group. All members of staff receive a formal appraisal at least once a year and attend both informal and formal training. This ensures that they are provided with regular opportunities to extend and develop their personal and professional practice. Staff attend regular staff meetings and exchange information with their colleagues informally each day. This ensures that all members of staff are well informed. The staff work together very well as a strong and committed staff team. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

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 NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

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):

- review and improve the organisation of the outdoor learning environment to encourage children's spontaneous exploration.

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