

The Crescent 1 Kindergarten

Inspection report for early years provision

Unique reference number EY366821
Inspection date 17/03/2009
Inspector Linda Close

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

The Crescent 1 Kindergarten has been registered since January 1993 and was re-registered as a limited company in 2008. It is a privately owned setting and is one of seven Kindergartens based in the London boroughs of Kensington and Chelsea, Wandsworth and Lambeth. The setting is located in the garden flat of a large Victorian house in a residential road in Tooting and the local authority is Wandsworth. There are two interlinking playrooms, a dedicated role play room, a lobby area, an office, a kitchenette and toilet facilities for staff and children. There is an enclosed outdoor play area at the rear of the building.

The kindergarten is registered to care for a maximum of 23 children aged from two to under five years at any one time. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 30 children on roll and children attend for a variety of sessions. The kindergarten supports a small number of children with learning difficulties and a small number of children who are bilingual. The kindergarten opens five days a week during term time only. Sessions are from 09:00 until 12:15 and 13:15 to 15:45. Older children may stay all day if their parents wish them to do so. Children staying all day bring a packed lunch and they are sometimes joined by older members of a sister setting nearby for lunch and the afternoon session. Afternoon sessions are available according to demand. Children aged two to three years attend the Teddy Bears group for some afternoon sessions as an introduction to kindergarten.

There are seven members of staff who work with the children. The acting headteacher holds an NNEB qualification and a further level 4 qualification and she is studying to achieve a foundation degree in Early Childhood Studies. Two other members of staff hold level 3 qualifications and four staff are studying to achieve either a relevant National Vocational Qualification at level 3 or a Montessori Diploma.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Staff establish close links with parents and carers and together they identify children's stage of development and learning. Children's individual care and learning needs are carefully assessed and met very successfully. Cultural diversity is valued and respected well overall. Every child is making excellent progress towards the early learning goals given their starting points. The management team and the kindergarten staff are dedicated to maintaining high standards of care and education in the setting and they constantly strive to update and improve.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- ensure that activities reflect the culture and background of all of the children attending the setting

The leadership and management of the early years provision

Management strongly encourages a culture of reflective practice in the setting. Regular appraisal exercises help staff to identify their strengths and areas for development. They are encouraged and actively supported to study for further qualifications for their own professional development and to improve the quality of the provision for children. The staff team meets with staff from other settings in the group to share best practice and most recommendations for improvement made in each setting influence improvements made in the other kindergartens in the group.

Staff work closely with parents and carers and they act on advice and guidance from professionals and outside agencies. They observe children closely and offer support which is tailored according to individual needs including target setting and regular reviews. The kindergarten also provides additional staff to support children when required. Parental involvement is warmly welcomed and the children thoroughly enjoy visits from parents who come to read stories, go with the children on outings and share their knowledge and skills.

Parents report that they are delighted with the kindergarten and all that it provides for their children. They are particularly pleased with the outdoor play facilities where children run and play freely and enjoy specialist sports activities with a visiting teacher. Parents say that their children settle in happily and they leave feeling confident that the children are in good hands. Formal and informal meetings and written reports ensure that parents are well informed about their child's progress. They also have access to their child's folder of observations and records at any time. Weekly newsletters are well received and social and fundraising events are very popular. Parents say that these meetings and events lead to numerous play dates for the children which helps them to form friendships and develop their social skills.

Well established systems are in place to enable the kindergarten to recruit suitable staff. In this small setting staff routinely work side by side which ensures that new staff are effectively monitored, supported and guided until they gain familiarity with the kindergarten policies and procedures. Staff attend regular refresher courses about child protection which helps to keep the children safe. Scrupulous monitoring of accident and injury records contributes to children's safety and effective risk assessments help to keep them safe in the kindergarten and on outings.

The setting maintains comprehensive and orderly records and documents which meet requirements and help to promote children's safety and the smooth running of the kindergarten. Any staff training renewal needs including first aid qualifications are identified in advance and prompt bookings made which actively promotes children's health and wellbeing.

The quality and standards of the early years provision

Children learn to keep themselves safe through learning basic rules such as not running indoors and not holding scissors by the blades. They also learn to keep safe through discussion before outings and through learning to walk sensibly on the footpath and crossing the road carefully. They take a drink of water and a fresh fruit snack when they need one and they sit together for snack time which also involves healthy drinks and snacks. They learn to wash hands before eating and to put tissues straight into the bin after use. However, water jugs with no lids are a little unhygienic.

Staff observe the children in all groups carefully and they note their responses to activities and then make excellent use of their notes to plan next steps for each child although a weakness in planning is that the multicultural activities, although worthwhile, do not fully reflect the cultures of the children attending the setting. Staff use photographs to record special moments to share with parents. They also display large photographs and use them as a tool for further learning. For example, the children looked at photographs of themselves at the fire station and at pictures of themselves making pizza at a local restaurant and they recalled and discussed what they did with great enthusiasm. These well chosen outings strengthen children's confidence, extend their knowledge and understanding of the wider world and enrich their vocabulary.

Children in all groups make choices and decisions in their play. The very youngest children who have joined the afternoon sessions are settling well and they choose freely from the wide selection of good quality toys at their disposal. They benefit from being in a small group with sensitive, caring staff who make their introduction to kindergarten a happy experience.

Children decide which computer programmes to use and they competently select them using the computer mouse. They compare, match and count accurately and show great prowess with memory games and in using the mouse to drag and drop the eraser on the screen. They measure the length of time they may stay at the computer with a sand timer. Children learn about numbers, counting, size, length and shape through carefully planned play. They play with a balance to find out which pot of lentils is the heaviest and they discover through trial and error how to make the two pots weigh the same. Staff are fully focused on the children throughout the session. They ask open ended questions to encourage the children to think beyond the obvious and they nurture language development by modelling clear speech and by introducing and explaining new words.

Children in the older group can easily find their own name cards and their own labelled trays. Some children can already write their names using well formed letters. Staff place heavy emphasis on the development of children's vocabulary and understanding before moving on to the more formal aspects of literacy. A wide range of attractive books is accessible to the children and they often choose to relax on a cushion and look at a book. Many of the older children are beginning to make the connection between the sounds and the shapes of letters of the

alphabet. Activities that promote the development of children's literacy, numeracy and information technology skills contribute effectively to their future economic wellbeing.

Children in all groups are gaining confidence and good social skills. They know they must share and take turns with favourite toys and equipment. They are very helpful at tidy up time when they swiftly replace boxes of toys in the correct places. Children in the older group practised for their Easter presentation and they said their parts in 'Rumble in the Jungle' with growing confidence. Above all the children enjoy their activities in the kindergarten and they are gaining independence and an enthusiasm that will serve them well in their learning.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since registration there have been no complaints received by Ofsted.

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.