

The Crescent II Kindergarten

Inspection report for early years provision

Unique reference number	EY367053
Inspection date	12/02/2009
Inspector	Linda Close
Setting address	Holy Trinity Church, 74 Trinity Road, London, SW17 7SQ
Telephone number	01622 833 331
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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

Crescent II Kindergarten opened in 1996 and was re-registered in 2008 due to a change of company status. It operates from a church hall located in the Tooting area of southwest London. The local authority is Wandsworth. The hall is close to shops, a fire station, a police station, local schools, bus routes and an underground station. The group has the use of a hall, a side room, a kitchen, a garden and a cloakroom. The setting is open every weekday from 09:00 to 12:15 during term time only. Older members of the group can transfer to Crescent 1 at the end of the morning to eat a packed lunch and to take a place for the afternoon session. Crescent I is a sister setting and the two belong to the same small chain of kindergartens which are located in and around Wandsworth. Access to the kindergarten is level, doorways are wide and toilet facilities are accessible to all.

There are 38 children currently on roll ranging in age from two years six months to under five years. The setting provides 40 places for children aged from two years to five years and it is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. At present there are no children on roll who have disabilities or learning difficulties and none of the children are learning English as an additional language. There is a supernumerary manager and eight members of staff who work with the children. Visiting specialist teachers lead lessons in ballet, French, music and sporting activities. The manager and five members of staff are appropriately qualified and two other members of staff are working towards National Vocational Qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Staff and parents work exceptionally well together to identify children's starting points and their individual needs. Staff successfully promote almost every aspect of children's welfare and learning and the children are making rapid progress towards the early learning goals. They are happy, confident and very keen to play, explore and learn. The setting has an immense capacity to maintain continuous improvement. The overall director of the kindergartens works closely with the manager and staff at each setting and together they evaluate and re-evaluate their work, continuously seeking ways to develop 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:

- ensuring that cooking ingredients are consistent with the kindergarten's healthy eating policy to help children make healthy choices.

The leadership and management of the early years provision

Keeping the children safe is given a high priority in the kindergarten. Rigorous recruitment procedures are followed which ensures that all members of staff are checked for suitability at the time of their employment. Every member of staff has a set of policy and procedure documents including child protection and they all undergo regular refresher training to maintain their knowledge and understanding of how to keep children safe. The manager regularly reviews records of accidents that occur in the setting and at home so that any emerging pattern would not go unnoticed. These systems contribute to the children's safety exceptionally well.

Parents, carers and staff form a strong team which works very well for the good of the children. Parents report that they are delighted with their children's progress and they feel that the kindergarten develops their children's confidence. Parents are warmly encouraged to be fully involved in children's learning. They support children's learning at home and they visit the group to read stories and to share their skills. Parents very much appreciate the weekly newsletters provided by the staff and they thoroughly enjoy the fundraising events and social events planned by the Parents Association.

The kindergarten's self-evaluation is thorough and comprehensive and is seen as an ongoing exercise. All members of staff contribute to evaluation and parents are also encouraged to add their ideas via a suggestion box and through informal discussion. The director, manager and staff are always looking for ways to improve and they are proactive in responding to suggestions for improvement made at this setting and at inspections of the other settings in the group. These improvements include obtaining water jugs with covers, keeping records of risk assessments for each outing taken with children and strengthening the programme for mathematics.

The quality and standards of the early years provision

Imaginative staff plan a wide range of stimulating activities for the children linked to all six areas of learning. Planning is based on children's individual needs which staff identify by patient observation and through play and discussion with the children. The children gain confidence because they make decisions every day about what they want to do and they freely choose the materials that they will use. This is particularly evident in role play which is currently a florist's shop. The children are fully involved in making bouquets, writing messages and delivering their flowers around the hall.

Behaviour management is a key strength in the provision. Staff adopt a very positive stance and they help children to be considerate and to see things from different points of view. Children's self-esteem is sensitively nurtured, for example, through discussions with the staff about why each one of them is special.

Children are making excellent progress in all aspects of early literacy. Staff focus strongly on the development of children's vocabulary and understanding before

moving on to the sounds and shapes of the letters of the alphabet when the children are ready. Picture books without words are used very well to promote children's understanding of the way that books work. Staff help children to learn about early mathematics and how it is used in practical ways including measuring how tall each child is. Activities that promote the development of literacy and numeracy skills together with the regular use of a modern computer, a camera and battery operated toys, contributes effectively to children's future economic wellbeing.

Art work is very exciting and children have many valuable opportunities to explore materials and to learn about different artistic styles. Their art work is colourful and varied ranging from flower paintings in the styles of Monet and Van Gogh to abstract pictures painted in the style of Jackson Pollock. They have recently painted pictures on the underside of tables to gain an understanding of how the Sistine Chapel was decorated. Children benefit from local walks to the post office and the fire station and from outings further afield including Dulwich Picture Gallery. They learn to cross roads safely and walk sensibly on the footpath with the staff. Lively topic work and visitors help children to learn about the wider world and the work of adults.

Children are strongly encouraged to be independent, active learners both indoors and outside. Staff encourage them to take healthy exercise in ballet, sport and outdoor play. They offer children healthy snacks and drinks although the selection of ingredients for cooking is often based on sweet things rather than healthy choices.

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?	2
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

There have been no complaints made to Ofsted since the last inspection.

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.