

# The Pooh Corner Kindergarten

Inspection report for early years provision

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**Unique reference number**

EY366831

**Inspection date**

11/11/2008

**Inspector**

Linda Close

**Setting address**

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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 Pooh Corner Kindergarten is a private nursery setting which was originally registered in 1997 and re-registered in 2008 due to a change in legal entity. The local authority is Kensington and Chelsea. The setting takes place in a large hall in church premises. The hall is on the lower ground floor of the building and it is accessed via steps. The setting can also be accessed via a sloping ramp in the outdoor play area. Children have a fixed base area for their own group activities and they also have free access to the play facilities in the hall. A kitchen, toilet facilities and an office/store room are accessed directly from the hall and there is an enclosed outdoor play area at the rear of the building. The Kindergarten is open during term time only. Sessions from Monday to Thursday run from 09:00 to 12:15 and from 13:00 to 15:45 and on Fridays from 09:00 to 15:30. Afternoon sessions are predominantly for children aged two years to two years and six months. There are currently 53 children on roll, attending for a variety of sessions. All of the children attending are in the early years age range. The setting provides support for children with special educational needs and approximately 40% of the children on roll are learning English as an additional language. There is a manager, a deputy and eight members of staff working with the children. Almost all staff hold suitable child care and/or Montessori teaching qualifications. French, ballet, indoor sports and music lessons are included in the curriculum. Traditional teaching methods are blended with elements of the Montessori philosophy of education. The kindergarten is registered to care for a maximum of 40 children aged two to five years. At the time of this inspection there are 36 children aged two years six months to four years attending the morning session and 17 children aged two years to two years six months attending the afternoon session. The kindergarten is registered on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register.

## **Overall effectiveness of the early years provision**

Staff warmly welcome the children into an attractive, well prepared and stimulating learning environment. Staff make very good use of the information they gain from parents and from observing the children. They plan with care so that the activities meet the needs of every child who attends and consequently all children are making very good overall progress in their learning. The manager evaluates the provision effectively. She has identified areas of strength and has already taken some steps to make improvements.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- provide children with more challenging experiences in their outdoor play
- ensure that all children have easy access to soap for handwashing
- ensure that all risk assessments for outings are completed in sufficient detail.

## **The leadership and management of the early years provision**

The manager effectively monitors the planning and the standards of teaching in the kindergarten. She ensures that there is a good balance of adult-led and child-initiated activities. She deploys staff effectively to support children's learning and to keep them safe. Robust systems of appraisal are in place which enable the manager and staff to assess the quality of their work with the children. They review staff roles, note areas of strength, areas for development, special interests and training needs. Many staff are attending courses leading to further qualifications, including some at degree level.

Links with parents are excellent. Verbal and written information is shared daily and parental involvement is highly valued. Parents go on outings and they take part in special events. They form strong links between therapists and kindergarten staff. The manager speaks to parents on the phone if their schedule means that they are unable to deliver and collect their children personally. This ensures that all adults can work together to help the children.

A comprehensive self-evaluation document has been prepared by the manager which presents a detailed picture of the setting. This document shows which aspects of the provision are strong together with a few minor issues for further development. The document does not identify the lack of detail in risk assessments made for outings and weaknesses in opportunities for physical development in the outdoor area. All other documents and records are orderly and well kept.

The staff are exceptionally well informed about child protection and safeguarding issues. Their knowledge is refreshed on a regular basis through in-house training and frequent discussions at staff meetings. Every member of staff has up to date documents to refer to for guidance should they be concerned. They all know what signs or symptoms to note that indicate ill-treatment of the children in their care. Staff work with the children in small groups and they observe them closely, which gives them every opportunity to note any changes or signs of distress.

## **The quality and standards of the early years provision**

The whole setting is enhanced with photographs and imaginative displays of children's art work which makes it colourful and welcoming. Staff are confident in their knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. They ensure that their planning encompasses all six areas of learning. Staff observe and note children's progress with care. They identify next steps and provide interesting learning experiences that are well matched to the learning and developmental needs of every child who attends.

Their skills are particularly evident in the way they support the development of children's communication, language and literacy skills. They speak clearly to the children, engage their attention and take every opportunity to extend their vocabulary. They are particularly supportive of children who are learning English as an additional language and their progress is very good. Every area of the hall has

neatly printed labels, captions and examples of children's names which shows children how print is used in meaningful ways. An extensive selection of attractive, good quality books is available in several areas of the hall. Children find their own labelled trays with ease and they draw and make marks at every opportunity.

Staff employ a good range of teaching methods, including one-to-one activities, work with children in pairs and work with small and large groups. As the children grow in confidence they venture away from their group base area to explore the hall and all that it has to offer. They delight in sweeping up leaves in their 'Leafy Den', walking their dolls in buggies and experimenting with messy play materials.

Children take turns with favourite wheeled toys outside although the available space is limited. Staff have identified the outdoor area as an area for development and plans are in hand to refurbish it. The area is quite compact and the equipment lacks sufficient challenge for older or more mature members of the group. The children have sports activities indoors with a visiting teacher who leads worthwhile activities to develop bodily awareness and ball skills. A ballet teacher provides enjoyable activities which encourage children to respond to music in different ways.

Staff gain detailed information about children's health and particular needs at the time of registration and this is well documented. They are very well informed about allergies and dietary requirements and the setting operates a 'no nuts' policy to promote children's safety. Staff actively promote healthy eating through discussion and by including a balanced range of ingredients for children's weekly cooking sessions. Children wash their hands before handling food, although soap is not always easily accessible to all. Children learn about stranger danger from a police officer who visits regularly. They also learn about road safety from visitors and on outings.

The management of children's behaviour is an area of notable strength in the setting. Staff treat all children with the greatest kindness and respect. They are polite and pleasantly spoken and they are very good role models for the children. Staff make particularly good use of any minor disagreements to teach children to take turns and share fairly. Children learn about other languages and cultures and their learning promotes understanding and respect for others.

Children are learning to take turns in using a digital camera and a modern computer with good quality software. Their communication skills are developing very well and their progress in numeracy is good. They are confident, co-operative and keen to learn. Children are developing skills that contribute effectively to their future economic wellbeing.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
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?	2

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](http://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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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## **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 made to 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.