

Caring Kindergartens Ltd (Northampton)

Inspection report for early years provision

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| Unique reference number | 220128 |
| Inspection date | 17/09/2008 |
| Inspector | Andrea Ewer |
| Setting address | Owl Close, Moulton Park, Northampton, Northamptonshire, NN3 6HZ |
| Telephone number | 01604 499643 |
| Email | |
| 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).

Description of the setting

Caring Kindergarten is part of a chain of nurseries and opened in October 1996. It operates from a single storey building with an outdoor play area and is situated within a business park on the outskirts of Northampton. The Kindergarten has sole use of the premises during opening hours. Children attend from the local area and employment force.

The kindergarten is registered on the Early Years register and is open from 07:30 until 18:00 each weekday, with the exception of bank holidays and the Christmas period. There are currently 54 children on the roll and the kindergarten supports children who have learning difficulties and/or disabilities and children who speak English as an additional language.

A total of 16 staff work with the children, of these 11 staff hold a childcare qualification. There are a further two members of staff who are currently working towards a recognised early years qualification.

The kindergarten receives support from the Northampton Early Years Development and Childcare Partnership. It carries the Investors In People award and has achieved the Pre-school Learning Alliance 'Aiming For Quality' accreditation.

Overall effectiveness of the early years provision

Children in the Early Years Foundation Stage (EYFS) make good progress in their learning and development and their welfare needs are met very well. Overall they benefit from an inclusive environment where children share warm, friendly relationships with staff and all feel valued. The exceptionally good partnerships with parents/carers and others involved in individual children's care ensures their needs are consistently well met. Time is not always used effectively to promote children's independence and the outdoor play area for children under three years does not provide a sufficiently stimulating environment. The extensive use of ongoing self-evaluation effectively supports the provision to monitor the quality of care and nursery education provided and contributes successfully to building a secure foundation for children's future learning.

What steps need to be taken to improve provision further?

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

- develop daily routines to ensure time is used more effectively to encourage children's independence particularly during meal times and tailor the care of babies to meet their individual needs
- improve the outdoor area and equipment for children under three years, to provide a more stimulating, challenging and enjoyable environment
- ensure staff maintain a regular two-way flow of information with parents, that supports staff's understanding of the needs of individual children in order that reasonable adjustments will be made to promote children's

welfare, learning and development.

The leadership and management of the early years provision

Children benefit immensely from the strong leadership and management. Highly effective systems are used to continually evaluate the provision and include staff and parents' views. The high regard given to both formal and informal training is effective in recognising the uniqueness of each child and to support them to achieve their potential. For example, staff meetings are held regularly to share information and the Special Educational Needs Co-ordinator's from all three settings meet regularly with area managers to discuss individual children and share skills. This promotes a consistent approach and ensures appropriate action is taken promptly for children who have learning difficulties and/or disabilities. The exceptional partnership with parents involves them in all aspects of their children's welfare, learning and development. Parents contribute fully to decisions about their children including setting targets. They regularly contribute written observations and comments to progress records and meet with staff every three months to share information about children's achievements. This positively helps parents to support their children's learning at home. Staff are also developing links with others. They have regular contact with the area Special Educational Needs Co-ordinator, liaise with local schools in the term before children start and are starting to contact other settings that children attend to ensure their needs are met consistently across the differing provisions they attend.

Effective safeguarding procedures ensure children are protected from harm. Staff are well qualified and are deployed effectively to make sure children are properly supervised at all times and additional staff are employed to ensure ratios are met at all times. Staff are aware of their roles and responsibilities for keeping children safe both on the premises and during outings. Thorough risk assessments carried out by a professional company are supplemented through regular informal risk assessments carried out by staff. This ensures potential hazards are minimised and appropriate action is taken to reduce the risk of accidents.

Comprehensive written policies and procedures that underpin the practice in all areas of the kindergarten are understood and implemented consistently by all staff and shared with parents appropriately. For example, parents are invited to comment on any changes to written policies and procedures.

The quality and standards of the early years provision

Overall children make good progress in their learning and development. Staff plan and provide a stimulating range of activities that promotes children's learning in each of the six areas and meets their learning and development needs well, given their starting points and abilities. Records of children's achievements, including parents' comments are used well to plan for individual children and successfully builds on children's interests. For example, they provide a range of interesting activities around farm animals after a child brought some in for show and tell. Staff generally interact well with children to support their play. They play ball games

during outdoor activities and have fun using the hula hoops. Children start to appreciate diversity and value our similarities and differences which helps them all to feel included. They use Makaton sign language as they sing simple songs and rhymes and learn about the culture and beliefs of others as they celebrate festivals, such as Notting Hill Carnival and Australia Day. Occasionally staff do not obtain enough information about children to ensure their individual needs are fully met.

Space is well organised and allows children to readily access the full range of resources to develop their play and ideas. The outdoor area for children under three years is not yet sufficiently developed to provide a stimulating and challenging environment. Children over three years thoroughly enjoy outdoor play. They use their imagination well as they play 'Little Red Riding Hood', expend excess energy by running around energetically and bounce around on the space hopper. Time is not always used effectively to develop children's independence, particularly during meal and snack times. Children sit for long periods waiting to be served and for staff to clear up at the end of lunch which occasionally results in them becoming bored and restless.

Children's welfare is promoted well. Children learn the importance of good hygiene as part of daily routines and staff maintain good standards of hygiene throughout the premises, such as covering their hair to serve food and clearing food from the floor after meals. Children enjoy healthy meals and access drinking water freely. Overall children are very well behaved. They have many opportunities to make choices, know what is expected of them and generally respond well to the high expectations. Children learn how to stay safe during planned activities and daily routines. They learn about road safety as they dress up in the colours of traffic lights, help to tidy up at appropriate times and understand they need to be careful in the sloping outdoor area.

Children participate in a wide range of activities that contributes to their future economic well-being. They acquire good habits as active, inquisitive and independent learners and make progress in communicating, numeracy and communication technology.

Annex A: record of inspection judgements

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

Overall effectiveness

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

Leadership and management

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

Quality and standards

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

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 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.