

Highview Kindergarten

Inspection report for early years provision

Unique reference number EY230831
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Inspector Victoria Gail Halliwell

Setting address Off Belmont Road, Sharples, Bolton, Lancashire, BL1 7DZ

Telephone number 01204 595 315

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 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

Highview Kindergarten is situated off Belmont Road in the Sharples area of Bolton. The kindergarten is some distance from shops and other facilities, but enjoys the benefits of a semi-rural location. Highview opened in approximately in 1987 and has been owned by the present owner since the Autumn of 2002. Highview operates from suitably converted domestic premises and the operations manager resides on the first floor of the premises. Children occupy four rooms on the ground floor. All children have access to secure outdoor play areas. The nursery is open from 07.00 to 19.00, throughout the year.

The nursery is registered on the Early Years Register. A maximum of 56 children may attend the setting at any one time and there are currently 72 children in the early years age range on roll, some in part-time places. There are 18 members of staff, 13 of whom hold appropriate early years qualifications to at least National Vocational Qualification (NVQ) level 2. The remaining five staff are currently working towards further nationally recognised qualifications. In addition a number of staff are working towards higher level qualifications. The setting works closely with Bolton Early Years Team.

Overall effectiveness of the early years provision

Overall the quality of the provision is good, with many outstanding aspects. Staff expertly promote children's welfare and children thrive in environment where they are valued and appreciated as individuals. Partnerships with parents are excellent and ensure staff are well informed about individual needs, routines and children's development. Staff create a stimulating and accessible environment and very effectively promote children's learning and development, through continued exploration and first hand experiences. Provision for outdoor play is exceptional and effectively supports all area's of learning. The settings capacity to improve is very strong and many systems are effectively implemented to monitor and evaluate the effectiveness of the provision.

What steps need to be taken to improve provision further?

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

- develop the links between observations of what children are interested in and can do and plans for their future learning.

The leadership and management of the early years provision

A clear management structure is very effectively implemented. Management at all levels are clear about their roles and responsibilities and are committed to the continued development of the provision. Some excellent systems are in place to ensure staff are well informed about the settings policies and operational

procedures. For example, periodic reviews takes place shortly after staff induction and all staff annually complete a rigorous staff questionnaire, which management use to monitor staff's knowledge of operational procedures. Attention to staff training and development is good, all staff have and routinely review their individual development plans, which support key roles within the setting. Systems to cascade information to other staff members following training are particularly good, for example, following training a senior manager devises an interesting and information leaflet to enhance the provision for outdoor play. Attention to documentation is very good. The settings self evaluation is routinely reviewed by the management team and informs the settings action plan, which is shared with the staff team.

Children's safety and welfare is of paramount importance with the setting. Consequently, rigorous systems are implemented to ensure all staff are clear about possible signs and symptoms of abuse and the procedure to follow if they are concerned about a child. Regular training ensures designated persons have a secure and up to date knowledge of Local Safeguarding Children Board procedures and are able to implement them effectively. Appropriately detailed risk assessments are routinely completed to ensure children can move around the setting freely and play safely. Excellent systems are in place to ensure children's safety on the regular outings they undertake. Written risk assessments are completed for each type of outing and staff continually raise children's awareness of their surroundings and how to keep themselves safe.

Partnerships with parents are a key strength within this setting. Parents are exceptionally well informed about what is happening within the setting. The well presented, welcoming reception area, contains an abundance of information, about both the setting and child related issues. Parents are encouraged to look at the vast selection of photographs and view the 'nursery journal' which provides a regularly updated account of activities and experiences within the nursery. Parents are valued as their child's first educators and encouraged to share what they know about their child, including details of their child's developmental progress at admission. This information forms the basis of children's ongoing assessments, as staff monitor children's progress towards the early learning goals. Daily communication books and verbal interactions facilitate an ongoing exchange of information. Staff listen with interest to what parents have to say and note significant comments in children's development files. Parents are well informed about their child's achievements, they are periodically encouraged to look at their child's development file and add their own comments. Parents also meet formally with their child's key worker, twice a year to discuss and comment on their child's progress.

The quality and standards of the early years provision

Children thoroughly enjoy their time at the setting and demonstrate a strong sense of belonging. Older children move purposefully, making informed and meaningful choices about the activities they complete and how they spend their time. Children are warmly welcomed into a stimulating and highly accessible environment. Each room is well equipped and effectively organised to support each area of learning,

through the continuous provision of a rich and varied range of resources. The provision of sensory experiences is exceptional, young babies have endless opportunities to explore a vast range of natural materials, household objects and undertake painting or craft activities. Staff are knowledgeable about the way children learn and focus on the process rather than the finished product. This enables children to learn from first hand experiences and explore their own creativity. For example, older babies freely access a range of craft materials and become absorbed as they spread glue, mix glitter and add shiny jewels. Content that their exploration has ended, children move on to examine a selection of wooden, rubber and metal objects.

All children are allocated a key worker who fosters a special relationship with the child and family whilst also working closely with the other children in the room. In most instances the key worker system is very effective, consequently, children throughout the nursery are settled and benefit from secure relationships with a consistent carer. Children's individual contribution to the setting is valued and their photographs and artwork are attractively displayed throughout. The nursery has an holistic ethos and parents are exceptionally well informed about what is happening in the setting, which enables them to support their child's learning at home. They are advised of planned topics, have continuous access to planning documents and receive home link sheets with suggested activities. Such excellent provision of information, enables parents to talk to children about new experiences and events within the setting, for example, the arrival of the African snails, which pre-school children are learning to take care of, or the caterpillars that younger children have nurtured and released when they became butterflies.

Opportunities for children to explore and investigate outdoors are outstanding. During warm weather staff take the learning environment outdoors, consequently children enjoy stories hidden in the shade of temporary canopies, pre-school children play with imagination as they act out real and imagined experiences in their den, freely accessing additional resources from indoors to enhance their play. Painting activities, sand, water play and 'gloop' mixture are provided simultaneously and children confidently peruse their own ideas, as they add more water to see what will happen to the 'gloop' mixture. Children use coloured water to make patterns on the floor and watch them whilst they evaporate. Large tree trunks are strategically placed to create challenging climbing apparatus and children confidently design their own obstacle course, utilising large plastic trays and a wavy slide. They work cooperatively and when the 'course' is complete form an orderly queue. Children conduct their own scientific experiments with guttering and plastic balls, watching the speed with which they roll and testing out the effect of adding more balls.

Excellent provision is made for children to find out about the natural world and how things live and grow. Children routinely plant and care for their own vegetables, which are later cooked for them the taste. They grow their own plants and investigate the 'wild' garden which is home to a variety of insects, long grasses and wild flowers. Children enjoy the outdoors in all weathers, pre-school children can independently access appropriate clothing and go outside with umbrellas to splash in puddles or experience the smells and sounds of the outdoors during wet weather. All over waterproof suits are also provided and

enable children to make excellent use of the 'mud' patch. Children happily recall using the hose pipe to wet the mud during the hot weather so they can make play in the mud and make 'mud' pies all year round.

Staff provide very well for all areas of learning and produce a detailed assessment record for each child. They provide a broad and balanced curriculum and ensure all areas of learning are covered for all ages groups. However, some staff tend to evaluate observations, but do not consistently identify next steps. As a result, planned learning often stems from gaps in children's assessment records, rather than observations of what children can do or are interested in. Also written plans sometimes lack relevant details, stating the learning intention and resources but do not indicate how the activity will be completed.

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? | 2 |
| How well does the provision promote inclusive practice? | 2 |
| 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? | 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

| | |
|---|---|
| How effectively are children in the Early Years Foundation Stage helped to learn and develop? | 2 |
| How effectively is the welfare of children in the Early Years Foundation Stage promoted? | 2 |
| 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? | 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 |

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