

Hipswell Village Kindergarten

Inspection report for early years provision

Unique reference number	EY292546
Inspection date	09/09/2008
Inspector	Lindsey Pollock
Setting address	The Old School, Hipswell, Catterick Garrison, North Yorkshire, DL9 4BB
Telephone number	01748 830 834
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

Hipswell Kindergarten was registered in November 2004. It is privately owned and is located in a converted school in Hipswell Village, close to Richmond. The premises consist of five units where children are cared for in age appropriate groups, a kitchen, toilets and staff facilities. Outdoor play is provided in an enclosed playground with grass and hard surface.

The setting serves children from the local community and there are currently 81 children on roll. The setting offers care for children with learning difficulties and disabilities. There are no children attending who have English as an additional language.

There are 20 members of staff working with the children on a full and part time basis, of whom 18 hold a relevant childcare qualification. The setting receives support from the Local Authority. Opening times are 07.45 to 18.00 from Monday to Friday throughout the year. The setting is closed for a week between Christmas and New Year and on bank holidays.

Overall effectiveness of the early years provision

Children are cared for in a welcoming, inclusive environment where their uniqueness is recognised and valued. Their welfare is promoted well, and they make good progress in their learning and development. Partnerships with parents and others contributes significantly to ensuring that the needs of all children are met, however, parents are not fully involved in the assessment process. Effective self-evaluation and monitoring by the management and staff team ensures continuous improvement throughout all areas of the provision.

What steps need to be taken to improve provision further?

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

- extend the opportunities for outdoor play for children under two years of age
- continue to develop the written planning systems so these are consistent throughout all rooms
- develop the ways in which parents can be involved in the assessment process.

The leadership and management of the early years provision

The setting is led by a well established management team who have a clear vision strong commitment to improvement. All recommendations made at the last inspection have been addressed and the steps taken, improve outcomes for the children. Effective procedures are in place for self evaluation. This takes into account the views of all staff, parents and children and successfully identifies

strengths and targets for further development. All staff contribute to the on-going North Yorkshire Quality Assurance Scheme which also helps to maintain continuous monitoring and improvement. Staff performance is regularly monitored by the management team by practice observations and appraisals, and ways forward agreed. Professional development is encouraged for all staff, this includes training programmes and sharing good practice. Consequently the capacity to improve is good.

Vetting procedures for all adults who work with children are robust to ensure they are suitable. In-depth inductions include all required aspects, for example, safeguarding and health and safety. Staff have a clear knowledge and understanding of their roles and responsibilities for safeguarding children and the designated person is experienced in this area. All recognise that the welfare of the child is paramount. Effective risk assessments are carried out regularly to eliminate risks to children and keep them safe. These are detailed and thorough and include all areas of the nursery and outings.

Partnerships with parents and carers are relaxed and friendly and ensure each child's needs are met. There is a good two-way flow of information both verbally and in written form, for example, daily record sheets and newsletters which parents value highly. Lots of information about the nursery, photographs of the children, and attractive displays of their work also helps to keep parents informed and part of the nursery. This has a beneficial impact for the children as everyone is working together to promote their welfare. However, parents are not fully involved in the assessment process for their child's learning and development. Relationships are relaxed and friendly and parents speak highly of the provision. Good steps are being taken to build partnerships with other professionals who also work with the children from the nursery. For example, the nursery is a member of the Catterick Transition Group where they meet with local schools and other early years providers, and also work closely with specialists to help children with learning difficulties and disabilities.

The quality and standards of the early years provision

Children are making good progress towards the early learning goals. Most adults have a good knowledge of the Early Years Foundation Stage learning and development requirements. Others who are less confident are being supported in this area. Most planning for activities is clearly based on children's individual needs and interests, and observations are completed to inform assessments. Staff are clear about where steps need to be taken so all children are fully included, for example, ensuring all children can access resources and are able to participate in activities such as story time.

Children are confident, happy and settled. This is helped by the successful key worker system that is used throughout the nursery. Activities cover all areas of learning and are exciting and fun for children. They are becoming creative through exploration and discovery as they experiment with sound, media and movement. They listen to a wide range of music such as classical and brass bands and delight in playing with gloop, sand and water, paint, and even mashed potato. Children of all

ages love books. Babies point to pictures that interest them and older children have favourite books which they 'read' to themselves and their friends. They have a growing awareness of numbers. Staff use every opportunity to develop their understanding, for example counting building blocks, how many children are in line, how many chairs are needed. They celebrate a wide range of festivals such as Chinese New Year, Diwali, and Christmas. This along with the wide range of resources and pictures which reflect positive images, helps children learn to respect others. Older children benefit greatly from being outdoors daily, where they climb confidently and safely, up and down the climbing equipment, balance as they move along beams and manoeuvre wheeled toys skilfully. They are developing a positive attitude to physical exercise as they take part in activities such as the 'Pre-school Olympics'. Opportunities for children under the age of two years, especially the youngest babies, to benefit from being outdoors in the fresh air, are less frequent.

High standards of cleanliness are maintained throughout the setting and children are gaining a good understanding of hygiene practices. They participate in food tasting sessions, including lots of different fruits, and staff talk to them about what foods are good for them. They learn about the importance of keeping themselves safe as they take part in emergency evacuation procedures and are reminded from staff about what is safe practice. Behaviour is good throughout the whole nursery and children have a developing respect for each other. They are developing many skills that will contribute to their future economic well-being, for example, as they become increasingly confident in information and communication technology and as they become independent learners.

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

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

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?	Good
How well are children safeguarded?	Good

Quality and standards

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.