

Caring Kindergartens

Inspection report for early years provision

Unique reference number 200548
Inspection date 10/02/2009
Inspector Lucy Showell

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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).

Description of the setting

Caring kindergartens opened in 1997. The setting is privately owned and managed and is part of a small chain of settings run by the same provider. It operates from a large detached property on the outskirts of Stratford-upon-Avon. The nursery serves the local area and has links with the local schools. There is a fully enclosed play area available for outdoor play.

A maximum of 55 children may attend the setting at any one time. There are currently 44 children attending who are within the Early Years Foundation Stage (EYFS) and a number of these receive funding for early years provision. The setting is registered on the Early Years Register. The group opens five days a week all year round except public holidays. Sessions are from 07:30 until 18:00. Children are able to attend for a variety of sessions.

The setting supports children with learning difficulties and/or disabilities and who speak English as an additional language. The childcare is arranged over the ground and first floors with an office and staff area on the second floor. All levels are accessed by stairs only.

The setting employs 14 members of child care staff. Of these, nine hold appropriate early years qualifications and one has Early Years Professional Status. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Children of all ages are settled and relaxed within this warm and welcoming environment. Staff have clear understanding of the Early Years Foundation Stage (EYFS) and good knowledge of children's individual requirements. As a result, the provision supports all children's individual needs within their ethos of 'fun whilst learning'. Staff demonstrate good capacity for continuous improvement through effective systems of self-evaluation and clear monitoring of strengths and weaknesses. As a result, they have identified priorities for improvements such as developing the outside areas with exciting plans in place and some funding agreed.

What steps need to be taken to improve provision further?

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

- update written information for parents and staff in line with current guidance
- match observations to the expectations of the early learning goals.

The leadership and management of the early years provision

Children are cared for by enthusiastic staff and valuable links with senior management and staff from other settings within the organisation demonstrate a

clear vision for all who attend the nursery. Staff seek and follow advice and guidance from external agencies to ensure children with learning difficulties and/or disabilities are fully supported and effective systems are in place for sharing information with other provisions. Staff qualifications and ratios exceed the welfare requirements, robust systems are in place for recruitment and appropriate vetting and induction procedures ensure children are safeguarded by suitable adults. Staff demonstrate clear understanding of their roles and responsibilities and identify professional development and training needs through thorough appraisals. They attend regular meetings and in-house training and they confidently share knowledge, question practice and test new ideas.

Detailed information such as policies and procedures and records of accidents and medication are in place and staff have a clear knowledge of their purpose and are able to implement fully. However, some of the written documentation is not in line with current guidance. There are strong relationships with parents and carers which are promoted through daily feedback about their child's achievements, useful information such as newsletters and notices and the children are encouraged to take home any creative work they have completed.

The quality and standards of the early years provision

Children's overall welfare is actively promoted as they are welcomed into the setting by friendly staff. Good health is promoted as children are provided with freshly prepared and nutritious meals and snacks which meet individual requirements and free access to water ensures children are suitably refreshed. Clear risk assessments are maintained to safeguard children and staff ensure all areas used are safe and secure through regular checks of premises and equipment. Staff have a sound knowledge of child protection procedures and demonstrate confidence in their responsibilities when raising or dealing with concerns.

Children in the EYFS age group are provided with opportunities to reach their potential through the staffs' clear knowledge of the children and the learning and development requirements. Good systematic and opportune observations of children's interests and progress are completed, although, they are not always linked to the six areas of learning and development. Individual assessments are carried out effectively and photographic evidence and examples of the children's work are kept to share children's progress with parents. These and 'Wow' moments, which are recorded by parents at home and displayed within the setting, are used effectively to plan for children's next steps and build a foundation for future development.

Daily activities and experiences are planned with regard to current themes and to meet with individual development levels. Babies and children under two years enjoy choosing activities from a good range set out by staff and have some ability to access resources independently with safe supervision. Colourful mobiles and samples of children's creations decorate the rooms and useful resources such as netting, cushions and cupboards define appropriate areas for young children to explore while creative experiences such as painting and collage take place in

designated areas.

Older children develop responsibility of their actions and show respect and concern for others effectively. They take turns and share resources with their peers whilst asking and responding to valuable questions and offering ideas to extend play. Their sense of belonging is promoted through interactive and low level displays and through opportunities to change their environment. For example, outside children have used twigs and branches to set the scene to recreate the story of the bear hunt and made obstacle courses which are left out to access over a period of time. Inside children 'film' each other in the television studio as they relate the weather forecast using maps and weather charts that they have made.

Children choose many of the activities which are provided through selecting favourite items from clear storage boxes around the rooms. They enjoy building with small construction bricks and estimate how many more bricks are needed to make the tower taller than them before selecting measuring tapes to compare their heights with the tower. At quiet time children sit intently listening to stories they have borrowed from the mobile library. They have extensive interest of books, demonstrated through comparing aspects of familiar stories, explaining about the author and illustrator and answer practitioners questions about what happens next.

Children enjoy many activities which are recorded in the events folder to share with existing and proposed parents at the setting. Newspaper clippings, photographs and captions show festivals and special events such as traffic awareness day including a visit from a local lollipop man and dressing up in fluorescent safety jackets and engaging in sessions with a parent sharing expertise as a doctor and providing children opportunities to learn about our bodies and bones as they explore a skeleton.

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. | 2 |

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? | 2 |
| How well are children safeguarded? | 2 |

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? | 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? | 2 |
| 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

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.