

Fingerpaint Kindergarten

Inspection report for early years provision

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Inspector Cathryn Parry

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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

Fingerprint Kindergarten opened in 2005. It is one of a chain of childcare facilities run by Just Learning Limited. The kindergarten operates from six rooms within purpose-built, two storey premises. It is located in the Ryhope area of Sunderland. The premises are accessed by a ramp. The kindergarten is open each weekday from 07.00 to 18.00 for 52 weeks of the year, except for bank holidays. An after school club runs during term time from 15.15 until 18.00 and a play scheme for children aged 5 years to 11 years operates during school holidays. Sessions are from 07.30 to 18.00. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register for a maximum of 124 children aged under eight years at any one time. There are currently 109 children on roll. Of these, 103 are in the early years age range. There are 29 children who receive funding for early years education. The kindergarten employs 21 members of childcare staff. All of these hold appropriate early years qualifications and nine are working towards a further qualification.

Overall effectiveness of the early years provision

The staff at the kindergarten offer a warm and friendly welcome to all children and their families. Children are well cared for in a safe and secure environment. There is some planning of routines and activities, which is adequately monitored by the manager. This results in a variety of resources and experiences being made available to children. All staff show a very positive attitude to providing an inclusive environment. This includes being willing to liaise with other professionals and attend relevant training. Satisfactory systems are implemented to ensure the provision maintains continuous improvement.

What steps need to be taken to improve provision further?

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

- continue to develop the planning of activities and the recording of children's progress
- further develop the organisation of the routines employed in the room used by children aged two to three years, to ensure they access a challenging and enjoyable experience across all the areas of learning and development.
- ensure systems that staff employ to evaluate children's learning and development are effectively monitored by the manager
- further develop the quiet area for children aged two to three years, to ensure they can rest or sleep without disturbance.

The leadership and management of the early years provision

Adequate self-evaluation systems are in place, including input from the staff and manager. Feedback is also encouraged from parents to ensure a broader view of

the kindergarten is taken into account when planning improvements. The manager states that she monitors a sample of children's individual developmental files on a weekly basis to ensure progress is being made, and systems for recording achievements effective. This information is then fed back to the company's area manager. However, many files were not up-to-date, which results in the tracking of children's progress and future planning being hindered. The company has acted positively in response to recommendations raised at the previous inspection. This includes increasing the range of resources for both inside and outdoor play. Consequently, children are able to participate in a wider range of experiences.

Very good relationships have been built with parents. Staff speak to them on a daily basis to ensure they are fully informed of their children's day at nursery. This is complemented with newsletters, written diaries and regular meetings to discuss their child's progress. Parents are encouraged to be involved in their children's learning. Examples of this are where a father who is a policeman came and spoke to the children and a grandma visited to discuss dental hygiene. The kindergarten has some links with local schools, which promotes continuity of care. They also access training and advice through the local authority to further develop the care and education provided.

Safeguarding training has been accessed by the majority of staff, who demonstrate a sound understanding of associated issues. Comprehensive related policies and procedures are also in place, which result in children being well protected. Written risk assessments are effectively implemented to reduce the risk of accidental injury well. A robust recruitment procedure and staff induction programme is effectively implemented to ensure children are thoroughly safeguarded.

The quality and standards of the early years provision

The manager and her team have a suitable understanding of the Early Years Foundation Stage. This is being further developed with opportunities to attend associated training. Some members of staff have a very good knowledge base, which they are keen to put into practice with their group of children. There is a wide range of resources, and areas used by the children are effectively organised. Consequently, each of the early learning goals is covered. This includes a cosy room where children can enjoy stories and sensory equipment. Basic written planning is in place, which staff say is then further developed following children's interests. This is not effectively recorded. Each child does have a developmental file, which include some written observations, but they do not show progress in all areas of learning. This results in it being difficult to track ongoing progress to inform future planning. A suitable balance of adult-led and child-centred activities take place. Children show an awareness of shape as they complete puzzles and look at related displays. Some key members of staff are enthusiastic and undertake activities with a sense of fun. Examples of this are where they play peek-a-boo with a toddler and give babies the chance to paint. Children enjoy daily opportunities for outdoor play and have a range of resources to further develop their physical skills. These include balancing beams, sit-and-ride toys and climbing equipment. Children enjoy a variety of creative activities, which nurture their self-expression whilst having fun. Children are gaining an appropriate understanding of

the natural world, for instance, as they explore ice. The staff's positive attitude to equal opportunities ensures children have a good awareness of the wider community, for instance, when celebrating different festivals. This is supplemented with sufficient resources reflecting positive images of the world they live in. Computers are situated in the rooms, which staff state children have regular access to. Consequently, they use information and communication technology to support their learning. Routines in the room where children aged two to three years are cared for are not effective. This results in a chaotic atmosphere where they are not all engaged in activities.

Children are welcomed into clean and well-kept premises where they have sufficient space to play. The premises are secure with very effective procedures being in place for the collection of children, ensuring they are well protected. Children experience very good levels of supervision and all safety equipment is in place to ensure hazards are reduced. Their knowledge about personal safety is effectively encouraged by gentle reminders from staff. These include being careful when closing the door so they do not trap their fingers, road safety activities and regular fire drill practices. Consequently, these positively contribute to children developing a sense of danger and how to keep themselves safe. Clear records are kept in respect of accidents and medication and these are shared with parents. Children do not attend if they are sick, which enables the staff to effectively protect others from illness. Children are learning about the importance of good personal hygiene and are becoming increasingly independent in their personal care. Brushing teeth after lunch and hand washing forms an integral part of their routine. Children are active or restful through choice and babies sleep in line with their individual needs and parents' wishes. However, the quiet area for children aged two to three years is not effectively managed to enable them to have undisturbed rest or sleep. A varied and imaginative menu encourages children to have a good awareness of healthy meal options and the opportunity to try new foods. They freely access drinking water from the dispenser in the pre-school room, which positively encourages self-help skills. Consistent behaviour management ensures children understand right from wrong. All relevant documentation with regard to health, including specific dietary needs and consent forms, are in place and up-to-date. These positively safeguard children's well-being.

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?	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
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?	3
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?	3
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?	3

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 B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

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.