

The Hall Road Kindergarten

Inspection report for early years provision

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204058

Inspection date

28/01/2009

Inspector

Lisa Paisley

Setting address

The 4th Rochford Scout Headquarters, Church Walk Hall
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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

The Hall Road Kindergarten is privately owned. It opened in 1993 and operates from a scout hall in Hockley, Essex. The setting is open each weekday from 09.15 to 12.00 and 12.30 to 14.45, term time only. All children share access to a secure enclosed outdoor play area. Access into the building is via a small step at the main entrance.

The provision is registered to care for 26 children at any one time and there are currently 16 children aged from two to under five years on roll who are within the Early Years Foundation Stage (EYFS). The setting is registered on the Early Years Register. Children come from the local area. The pre-school currently supports a number of children with learning difficulties and also supports a number of children who speak English as an additional language.

The provision employs eight staff. Six of the staff, including both managers, hold appropriate early years qualifications. There are four staff members who are currently attending training. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Children attending the kindergarten are suitably supported in both their learning and development and their welfare is promoted as expected. Inclusion is effectively promoted as staff recognise and value children's uniqueness and plan for a welcoming environment, ensuring children's individual needs are consistently met. The planning for improvement, including processes of self-evaluation, is generally effective, ensuring continuous improvement is sustained.

What steps need to be taken to improve provision further?

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

- ensure all staff have an up to date understanding of safeguarding issues and are able to implement the safeguarding children policy and procedure appropriately
- ensure the hall is maintained at an adequate temperature which ensures the comfort of the children and staff
- develop further the self-evaluation, ensuring all staff have a clear understanding of their role within the provision
- continue to develop activity plans to ensure the six areas of learning are consistently covered and link observations with assessments to build on next steps in children's play and learning.

To fully meet the specific requirements of the EYFS, the registered person must:

- take reasonable steps to ensure that hazards to children are kept to a minimum, this relates to the

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outdoor play area. (Suitable premises, environment & equipment)

The leadership and management of the early years provision

The maintenance of records, policies and procedures are suitably organised for safe management of the provision, ensuring that the needs of all children are met. The clear guidance for checking the suitability of adults means that all children are protected. The provision has been going through a period of transition in relation to staffing, as a result, more focus is required on the development of team work, through developing self-evaluation procedures. The kindergarten has developed suitable relationships with parents, for example, newsletters and questionnaires, to ensure that they are duly informed about their child's care and overall developmental progress. There are secure relationships in place with external agencies; this includes the area Special Educational Needs Co-ordinator, health workers and other local early years provisions to ensure continuity of care and transitions for children are successfully promoted.

Daily routines, staff and resources are suitably organised and deployed to further support the effective management of the kindergarten. Risk assessments are in place and contain an appropriate level of detail, however, the outdoor play space has a number of hazards. Staff have a general understanding of child protection issues, however, they have not all been updated in relation to the Local Safeguarding Children Board (LSCB). There is a named child protection worker who has attended relevant training and the group has appropriate information and contact numbers in place. Parents are informed of the setting's safeguarding role, further reassuring parents of their child's safety and welfare.

The quality and standards of the early years provision

Children are provided with daily play and learning opportunities to help them make suitable progress across all areas of learning and development. Although staff need to continue to develop their knowledge and understanding of the learning and development requirements, as core activities, such as sand, water and role play are not always available on a daily basis. Activity plans are in place, however, activity plans including observations and assessments require further consolidation to provide a linkage within planning records and building on next steps in children's play and learning.

All children are confident and secure within the kindergarten; there is a positive emphasis on developing children's personal, social and emotional growth. This ensures all children are valued within the provision and close relationships are established with both staff and peers. They all fully participate in the range of activities and they are able to share and co-operate in their play, for example, making train tracks and sharing the paints. Children are confident speakers, as they are able to express their thoughts, feelings and recent experiences, such as family relationships and how rainbows are made. There is a designated book

corner, which is comfortable for children to use and they are encouraged to look at books and stories. There are ongoing opportunities for children to recognise letters and names, for example, self-registration and snack time. Children generally learn about early mathematical concepts through daily routines and planned topics; this includes singing number rhymes and counting activities. Children learn about the natural world through planned topics; this includes growing plants and flowers and there are regular trips out to the local church. Their imaginations and self-expression is supported through a range of creative and role play activities, although this is limited. Children's physical development is encouraged through regular opportunities to play in the garden area, where they can ride bikes, play with balls and use hoops and sea-saws. They are given the time and space to practise their large physical skills.

Suitable steps are taken by staff to ensure that they are safe and healthy at all times; this includes risk assessments and practising regular fire drills. Procedures are in place to support children who become unwell or have an accident. However, the hall is not maintained at an adequate temperature. Children learn to keep themselves safe as they are reminded to tidy away toys and use equipment and play resources appropriately. They are able to independently access fresh drinking water, ensuring they remain hydrated at all times. Snacks are freshly prepared on site and staff and snack time is suitably arranged to ensure that it is an enjoyable time for children. Staff have a clear understanding of children's dietary needs and requirements, promoting children's health and 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?	3
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?	3
How well are children safeguarded?	3

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?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
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.