

# Ipswich Private Kindergarten Limited

Inspection report for early years provision

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**Unique reference number** 251762  
**Inspection date** 12/02/2009  
**Inspector** Lynn Denise Smith

**Setting address** 901 Woodbridge Road, Ipswich, Suffolk, IP4 4NX

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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

Ipswich Private Kindergarten is privately owned and managed. It opened in 1998 and operates from a converted and purpose built building in Ipswich. The premises are on ground level for easy access although two playrooms are situated on the first floor. A secure enclosed outdoor area is used for outdoor play activities. A maximum of 86 children aged from birth to five years may attend the setting at any one time. The group is open five days a week from 08:00 to 18:00 for 51 weeks of the year.

There are currently 121 children attending who are within the Early Years Foundation Stage (EYFS) years. They live in the local and surrounding areas and a number of children also attend a childminder, pre-school or the early years unit of the local primary school. This setting is registered on the Early Years Register.

There are 22 members of staff, including the owner who manages the early years provision. All of the staff hold other appropriate early years qualifications.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Staff demonstrate a clear knowledge of the individual children within the key-person group and attend to their individual needs effectively in a welcoming and inclusive setting. Children are generally safe and secure, however, one safety issue regarding flooring requires immediate attention. The partnership with parents works effectively and links with other settings working within the EYFS are beginning to be developed. Children develop well and make progress in their learning as they are provided with a wide range of activities to promote their needs. Effective self-evaluation provides management and staff with a clear agenda for areas they wish to improve and develop.

## What steps need to be taken to improve provision further?

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

- improve children's safety with regards to the uneven flooring and cracked tiles in the ground floor playroom
- review the organisation of mealtimes to ensure every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs.

## The leadership and management of the early years provision

Effective safeguarding policies ensure that children are well protected and cared for by caring and professional adults. Rigorous recruitment and vetting procedures are followed by the managers when appointing new staff, although due to the very low staff turnover this procedures rarely needs to be implemented. Staff are very

committed to pursuing further training and developing their knowledge of current childcare practices through in-house and external training events.

Clear records provide staff and parents with current information and are regularly reviewed and updated to include the most recent details. Effective written policies inform parents and staff about the setting's procedures and are implemented at all times by the staff. Staff, parents and managers contribute towards the self-evaluation process and input ideas for future improvements. For example, staff are currently in the process of applying for funding to enable them to develop the outdoor areas and recent parents evenings were implemented following a parent's survey.

The setting has clear inclusion procedures which cover staff, families and children. Managers ensure that these are implemented throughout the setting and are currently working on a plan for further developments in this area. Links with other agencies working within the early years forum are good, however, the setting is in it's infancy as far as developing links with other providers working within the EYFS.

## **The quality and standards of the early years provision**

Children attending this kindergarten are provided with good opportunities to make progress across all six areas of their learning and development. Their welfare needs are effectively met through the setting's clear procedures which are effectively implemented through their practices. Children develop a sound knowledge of how to keep healthy and safe as they follow the staff's clear directions, for example, they enthusiastically wash their hands after using the toilet and before meals. Children enjoy being fit and active in the superbly equipped and exciting gardens accessible from most of the ground floor playrooms. They climb, using the fixed climbing frame as well as negotiating the stairs in the two tier outdoor play house. They run around excitedly playing hide and seek with the staff, utilising all areas of the garden to extend their play. Children enjoy a good range of home cooked meals and snacks during their day, these are nutritious and well balanced. Opportunities, however, are missed at mealtimes for children to develop independence as their meals are served for them.

Children play and learn in a bright and welcoming environment. They move through the nursery rooms as they approach significant birthdays or are developmentally ready to move up. All areas of the kindergarten are brightly decorated with posters and examples of the children's creative work. Colourful mobiles hang from the ceiling out of the children's reach and every inch of wall space is used effectively to create a welcoming environment. A small section of flooring in one of the playrooms has developed cracks resulting in a potential tripping hazard. Children benefit from opportunities to explore free-flow outdoor play in one of the many garden areas surrounding the building. The areas are extremely well organised and provide excellent outdoor learning opportunities.

Children are valued within this setting and have their individual needs effectively met by staff who show a clear knowledge of their unique requirements. Clear behaviour management strategies are in place and staff constantly praise and

encourage the children. They develop a sound understanding about being nice to each other as staff encourage them to say sorry when they have hurt each other and give each other a hug. Parents play an active role in their children's learning as they provide staff with relevant information about their children's starting points, home backgrounds, likes and dislikes. Pre-printed slips are available outside each room for parents to complete informing staff about any exciting incidents which have occurred at home overnight or during the weekend. Staff use this information to inform planning and promote discussions in which the children can tell their friends about the incident.

Children participate in a good range of activities which help them to make progress across all six areas of learning. They are provided with a balanced range of adult and child-led activities and are actively encouraged to guide their own learning. Staff make clear observations of the children's progress which are used to complete their learning journeys and inform their individual planning. Children are confident talkers, they converse efficiently sharing real and imaginary stories with their friends. They have excellent opportunities to make marks and to develop their handwriting skills with many of the older children writing recognisable letters. Children explore the natural world and learn about growing and planting as they develop their vegetable patch during the spring and summer months. Staff have plans to create an insect friendly garden for further exploration. Excellent opportunities are provided throughout the kindergarten for children to be creative, through art, craft, music and movement. Children thoroughly enjoy role play and become very excited when staff enter into the situation and take directions from them about the character they want them to be.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	3
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](http://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.