

The Crescent 3 Kindergarten

Inspection report for early years provision

Unique reference number EY366832
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Inspector Angela Ramsey

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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 Crescent 3 Kindergarten has been registered since January 2008. The Kindergarten operates from the Grafton Tennis Club located in Streatham. The group has use of two rooms, main play area and an art room, kitchen, toilet and bathroom facilities, staff area and outdoor play area. The Kindergarten opens five days a week during school term times. Morning sessions are from 09:00 to 12:15 and afternoon sessions are from 13:00 to 15:30. All day sessions are from 09:00 to 15:30.

The Crescent 3 Kindergarten is registered to care for 30 children aged two to five years. There are currently 25 children on roll. The Kindergarten supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

A total of six staff work with the children. Staff hold child care or teaching qualifications. Some staff use the Montessori teaching methods. The Kindergarten receives support from an advisory teacher from the local authority.

The Kindergarten is on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding and highly effective in meeting the needs of the children in the Early Years Foundation Stage. The staff team create a safe, stimulating and fun environment where all children are included and feel welcome. Children have access to an excellent range of activities and resources which are planned to meet children's needs and interests. The provisions self-evaluation is effective in identifying strengths and areas for improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- ensure all members of the staff team have an up to date understanding of safeguarding issues

The leadership and management of the early years provision

Robust vetting procedures for all staff who work with children are in place ensuring that children are cared for by suitable adults. Staff and resources are well deployed. The staff team are committed to training and professional development, and on improving their skills to support children's welfare and learning.

Effective risk assessments are conducted routinely, therefore, staff are able to manage or eliminate any potential hazards. Children and staff practise the emergency evacuation procedures on a regular basis. This enables children to become familiar with the routine in the event of an emergency. In addition to these a comprehensive range of policies and procedures underpin the smooth running of the setting.

Parents/carers are fully involved in their children's learning. Staff talk to parents on a daily basis and complete a daily diary which details the activities children have taken part in. As well as this parents evenings are arranged. Regular newsletters and information on the parents' notice board keep parents abreast of up and coming events. Parents are also provided with two reports a year which detail children's achievements.

Inclusive practice is promoted ensuring that all children have their welfare needs met and achieve well. Effective links with parents/carers and external agencies or services such as speech and language therapists ensure children receive the support needed.

Continual improvement is viewed as a priority. Systems are in place to monitor and evaluate the provision and includes the completion of Ofsted's self-evaluation form, regular staff meetings and the seeking of views from parents and carers. The provisions completed self-evaluation form highlights that all new members of the staff team are to be put forward to attend the next available child protection course.

The quality and standards of the early years provision

Children are eager to attend the provision and flourish in the stimulating environment. The staff team plan and evaluate a wealth of highly enjoyable activities, which both supports and challenges children's development.

Each child is assigned to a key person whose responsibility it is to ensure observations are completed and that these observations are used to plan for children's next steps in learning. Photographs of the children engaged in various activities are also used to illustrate the wealth of learning opportunities offered to the children. Staff have implemented an effective system to track the children's progress through observation. Children's achievements are recorded under each area of learning and the next steps are planned for. This ensures that children are sufficiently challenged and their individual needs for learning met.

An excellent range of stimulating resources and activities are available for children to choose from. Children are able to be independent as they choose which activities to take part in. The well equipped art room enhances children's creativity. Here children are able to access a selection of craft materials, such as an assortment of boxes, paints, paper, lengths of string, buttons and much more. Tools such as scissors, pencils and staplers encourage children to develop their design making skills and be creative.

Children explore the outdoor play area in all types of weather enabling them to experience different seasons. Staff ensure children are appropriately dressed in coats, hats, gloves, scarves and Wellington boots. Children then enjoy digging and playing in the snow.

Opportunities for children to be healthy include the provision for children to help themselves to drinks of water to ensure they remain hydrated. A selection of fresh fruit is also provided on a daily basis. Children enjoy participating in gym sessions. They listen attentively to instructions and then take turns in using a hockey stick to manoeuvre a ball around strategically placed cones. Thus enabling children to move with control and coordination.

Children learn about the world through the celebrations of festivals and events such as Australia Day, Chinese New Year, Easter, Anzac Day. With the help of staff, children make Chinese lanterns and bake Anzac biscuits. The importance of caring for the environment is actively encouraged. A receptacle is available for children to recycle.

Labelled resources encourage children's recognition of letters and understanding of the written word. On arrival children find their name card and place it on the board. Opportunities for children to write and mark make are also provided, for example, paper, pencils and felt tip pens are available. Children are confident communicators. They listen attentively to stories. Parents take turns to read to the group. Pictorial signs as well as written signs remind children to wash their hands after using the bathroom.

Children are supported in developing the knowledge, skills and understanding that helps them to make sense of the world. Children regularly water the various indoor plants. Children recently completed a project which details the life cycle of a butterfly.

Children enjoy their time at the provision and make friendships with their peers that extend outside of their time at the provision. They learn to play cooperatively and the importance of taking turns.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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 registration.

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.