

Portland Kindergarten Limited

Inspection report for early years provision

Unique reference number	253508
Inspection date	20/02/2009
Inspector	Anne Barnsley
Setting address	33 & 35 Tentercroft Street, Lincoln, Lincs, LN5 7DB
Telephone number	01522 528524
Email	
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

Portland Kindergarten Limited was established in 1990. It is privately owned and runs from two, next door, converted houses in Lincoln city centre and serves people living and working in the local area. The kindergarten has sole use of one building and shared use of the first floor of the other which is only used for morning sessions for pre-school-age children. The enclosed outdoor play area serves both premises. The pre-school room and the baby room are on the first floor and are accessed by a flight of stairs. Parking is limited outside the setting although there is an adjacent public car park for longer stays.

The kindergarten is registered to care for 52 children between birth and five years. It is registered on the Early Years Register. The children are organised in groups of under-2s, 2-3 years and 3-5 years in different rooms. Although the group provides full day care, children are funded between the hours of 09.30 and 12.00. There are currently 58 children on roll of whom 20 attend the funded session. The setting represents children who speak English as an additional language and children who have learning difficulties and disabilities.

The setting is well staffed with qualified practitioners, some of whom are working towards higher levels. It works closely with the local authority.

Overall effectiveness of the early years provision

Overall, the quality of this provision is good. Children are secure and happy in a stimulating and relaxed environment in which they are all fully included. Staff know the children well and successfully plan for their individual needs so that children are making good progress in their learning. Most required documentation is in place to ensure the safety and wellbeing of children and links with other settings that children attend are mostly established. Positive improvements have been made to the setting since the last inspection.

What steps need to be taken to improve provision further?

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

- establish links with other early years settings that children attend to enable continuity in their learning
- conduct risk assessments for all outings and trips to ensure the safety and wellbeing of children
- update the special needs policy to reflect current guidance and legislation.

The leadership and management of the early years provision

There is a comprehensive range of detailed policies and procedures in place that contribute well to the smooth running of the setting, however the special needs

policy is out of date and does not reflect current guidance and risk assessments are not completed for short trips. Documentation is well organised and efficient systems are in place for ensuring records are kept current. Staff have their own copies of policies and procedures and implement these well. Parents and carers have access to these and can discuss them with staff if they have any questions.

Management and staff hold relevant qualifications, or are working towards them. Staff demonstrate a commitment to increasing their knowledge and skills through attendance at training courses and workshops. New staff experience a comprehensive induction process and all staff participate in appraisals. There are good procedures in place to recruit and vet new staff to ensure they are suitable to work with children. All staff have a clear understanding of safeguarding children and are fully conversant with the nursery policy and procedure. Further to this staff deployment ensures that children have good support and are cared for by key staff who know them well. This enables babies, in particular, to form attachments and bonds with staff to help them feel secure. Staff sit with children at meal times and effectively support their social learning and development.

The setting has good systems in place to evaluate the provision of learning, development and welfare. Regular visits and support from local authority professionals provide staff with ongoing support and guidance during the changes to incorporate the Early Years Foundation Stage (EYFS). Management and staff have contributed to a self-evaluation report and although this does not clearly identify all areas for improvement yet and how these will be prioritised, a promising start has been made by using this as an additional system. Existing systems that are in place for making continuous improvements are highly effective. Any areas for improvement are discussed as a team are and implemented as part of nursery practice. Examples of this are extending natural resources for both the inside and outside provision. Sets of Wellington boots and waterproof suits are being provided for all children to enable them to play outdoors and experience different learning from the different types of weather. Improvements have been made to the assessment system in response to comments on parental questionnaires. The recommendations from the last inspection have all been addressed and have improved the learning environment for children.

Staff and management enjoy good relationships with parents and carers. Daily discussions with key persons help staff support children well and keep parents and carers very well informed about the care of their child. The prospectus gives parents a clear idea of the provision and leaflets about their child's key person support this further. Parents and carers are very involved in the setting by sharing their skills and expertise with the children as guest speakers and because staff welcome their contributions to their child's records and diaries and seek their views through questionnaires.

The quality and standards of the early years provision

Children are very happy and settled at the nursery. They enjoy lots of positive interaction from attentive and caring staff. Children are valued and listened to well which promotes their confidence and self esteem. For example, staff respond well

to children's emerging language, replying with smiles to their babbling, promoting their developing speech and helping to promote their language development through conversations and song. Babies show how they are developing relationships and learning about caring for others through games with staff such as 'peepo' and snuggling dolls in blankets to take them for walks around the room in the pram. Communication is developing well as they recognise the names of animals they have made for a frieze and point these out to staff. Staff repeat words that children say to help them with their pronunciation and they have made lots of interactive resources with photographs of children to promote their language further and provide them with a strong sense of belonging.

Children's health and welfare is promoted as staff follow good hygiene routines and are good role models for the children. They support children well and as a result children are learning to take care of their personal needs and to help with small and achievable tasks. Tables and highchairs are cleaned thoroughly before and after meals and children often help to do this. The menu plan shows a balanced and nutritious choice of hot cooked meals that are delivered to the setting. There is a wide variety of meals on offer and children have good amounts of food on their plates that compliment their individual appetites. They have additional snacks of fruit, toast and sandwiches during the day and plenty to drink whenever they wish. Children learn from an early age about keeping safe. They are able to choose freely and safely from low level storage. They learn about fire safety by practicing drills and they learn to care for their resources and environment by helping to tidy away their toys and activities when they have finished. Road safety is discussed with children as ongoing practice. Good behaviour is encouraged by staff who are very positive in their approach. Children follow simple rules that they can understand and are well supported, encouraged and praised by staff for their efforts.

Interaction between the staff and children is very good in all areas of the nursery and at all stages of learning. The accessibility of activity areas and resources encourages children to explore and investigate from a very early age, promoting their interest in learning and their independence. Staff know the children very well as they spend two weeks getting to know each child before they start to plan for their individual needs and preferences. All children are fully included in this setting because staff are instinctively tuned into the needs of the children in their care. They have established strong links with other professionals who are involved in the care of children with learning difficulties and they develop learning programmes so that children have continuity in this. However, links with other early years settings that children attend have not yet been made. All staff complete regular observations on children and these are used to provide activities that interest and motivate children in their learning. Detailed assessments are completed of how the children are progressing and these help staff to successfully plan for each child's next step in their learning. The stimulating learning environment along with the high level of adult support encourages children to be interested and curious about their environment and as a result they are making good progress in their learning.

Staff are enthusiastic and caring. Consequently, children are settled, happy and eager to learn. All children, including the babies enjoy exploring the well resourced outdoor area on a daily basis. For those children who are not yet walking, blankets

and entertainers are provided so that everyone is fully included. Children enjoy gardening activities, hunting for bugs and bird watching. Many activities are enhanced by staff and become enchanting experiences through which children feel a sense of awe and wonder in their play, for example as they use torches to explore the garden in the dark and to use in a tent for story telling. They use the computer and electronic equipment well and enjoy painting and doing different types of crafts. Children have drama and music sessions and they dress up and act out both real-life and imaginary experiences. Children's understanding of the world around them is developed through visitors who come to the nursery such as the 'Zoo lab' and parents who come and talk about their jobs. They are taken on trips around the local environment to places such as the library and the library van, on a train to another town to visit the park and castle and to the shops to help buy things that are needed. Children in this nursery are happy and occupied in stimulating and memorable experiences. They sing spontaneously while they are playing and are confident to chat to visitors about what they are doing. They are relaxed and secure in a stable and familiar environment in which they have a strong sense of belonging.

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?	3
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?	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?	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.