

The Kindergarten

Inspection report for early years provision

Unique reference number

EY248015

Inspection date

28/05/2009

Inspector

Jan Burnet

Setting address

The Church of the Holy Sepulchre, Church Lane,
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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 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

The Kindergarten was registered in 2002. It operates from converted premises that are part of the Church of the Holy Sepulchre in the centre of Northampton. The Kindergarten is divided into two units; children aged two and under are cared for in two rooms on the first floor and a ground floor playroom is used by children from two to five years. All children have access to a ground floor church hall and a small courtyard used for outdoor play. There are three steps at the entrance and access to the first floor is via stairs only. A ramp is fitted for access to the rear of the church buildings.

The setting is registered on the Early Years Register. A maximum of 43 children in the early years age group may attend at any one time and there are currently 49 on roll. Operational hours are Monday to Friday from 08.15 to 17.45, throughout the year except for bank holidays.

A team of 12 staff including the owner/manager care for the children. Of these, nine are qualified and three are working towards an early years qualification.

Overall effectiveness of the early years provision

Overall the provision for children is satisfactory. Staff meet children's individual developmental and learning needs appropriately and most of the welfare requirements are met. The provider is a supernumerary member of the childcare team and she is aware of strengths within the setting and demonstrates a sound awareness of areas for improvement. Staff ensure that all children are valued and included. Information obtained from parents helps them to identify and address children's differences.

What steps need to be taken to improve provision further?

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

- make sure that the risk assessment record covers anything with which a child comes into contact; with specific reference to the kitchen, the hall and the stairway
- update the safeguarding policy in line with Northamptonshire Safeguarding Children Board procedures
- develop systems for using observation and assessment, and information from parents, to plan for individual learning.

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

- obtain information from all parents about who has legal contact with their child and who has parental responsibility for the child (Safeguarding and promoting children's welfare)

28/06/2009

The leadership and management of the early years provision

Systems ensure that children's welfare is appropriately protected. Staff recruitment, selection and induction procedures are sound and vetting procedures meet requirements. The provider demonstrates a commitment to monitoring and assessing the service provided. She identifies that the main priority for improvement is to improve the small outdoor play area, increase the amount of physical play equipment, and to continue to improve systems for assessing children's learning and development. Recommendations raised at the time of the last inspection linked to partnership with parents and to teaching and learning have been satisfactorily addressed. Links with other providers are established in order to provide consistency for children. Inclusive practice is promoted so that all children have their care needs met. Resources meet the needs of children at their different stages of development.

Required records are kept up-to-date and written information provided for parents is good, although information on who has legal contact and who has parental responsibility has not been obtained from all parents and therefore children's welfare is not fully protected. Parental involvement is given a high priority. A prospectus is provided and includes detail on the six areas of learning. Parents are aware that assessment records are available on request, they are asked to complete an 'All about me' booklet during their child's induction and newsletters are regularly sent out. Parents were recently asked to complete a questionnaire that includes questions on the approachability of staff, whether their views are taken into account and the standard of teaching and learning. Required policies and procedures are pinned to a parents' notice board. Several parents respond very positively to the inspector's request for comments on the service provided.

Children are safe because staff assess and limit risks on a daily basis. However, a risk assessment record does not include everything with which a child comes into contact. For example, there is no record for use of the stairs, children's climbing equipment, chairs that are stacked high in the church hall or for the kitchen and this is where older children currently eat their meals. Staff members are generally aware of their responsibilities with regard to safeguarding children and the provider has attended recent training. However, the written policy does not include detail on the Northamptonshire Safeguarding Children Board procedures. Good health is promoted and necessary steps are taken to prevent the spread of infection.

The quality and standards of the early years provision

Children enjoy, interact and learn from the range of activities provided that meet their needs at their different stages of development. Children achieve across the six areas of learning and staff respond to their different needs. Staff record observations and assess the progress that children are making but they are not using what they know about each child, or what parents tell them, to inform

planning for individuals. Potentially this has an impact on the progress that each child makes.

Personal, social and emotional development is a strength. All children play cooperatively, alongside or with others, and relationships with staff and other children are good. Children behave well and are learning to share and take turns, for example, as they wait to use the computer in the pre-school room. Independence is promoted effectively as older children address their own personal hygiene needs and all children are encouraged to choose and select resources from low-level storage. A good settling-in procedure ensures that children feel emotionally secure. Children develop physical skills as they use age and stage-appropriate small and large toys. When in the hall, children learn to pedal and steer tricycles and scooters. Older children competently kick a football to each other and groups of children move in different ways as they sing the 'Hokey-Cokey' and 'If you're happy and you know it'. Older children enjoy continual access to graphics materials and all children make marks with pencils and crayons.

Children's creativity is promoted as art and craft activities and role play resources are always available. They enthusiastically sing and dance. Children develop an awareness of their own needs in relation to other living things as they plant and grow their sunflower seeds. Books are easily accessible and story times engage all children. Counting, problem solving and use of mathematical language is part of daily routines. For example, children play with water and talk with a staff member about the size of bottles as they pour from one to another and decide if there will be any left in the larger bottle when the smaller one is full.

Staff create a warm and welcoming environment and children are happy and settled. Children's good health benefits from meals and snacks that are varied and nutritious and fresh food is cooked daily. They learn to keep themselves safe because staff teach them how to cross the road safely and they gain an awareness of 'stranger danger'. They are aware of the importance of practising the fire procedure because it is practised every month.

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?	2
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

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