

# The Kindergarten (Salford Priors)

Inspection report for early years provision

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<b>Unique reference number</b>	EY297174
<b>Inspection date</b>	12/05/2009
<b>Inspector</b>	Gillian Walley
<b>Setting address</b>	Salford Priors C E Primary School, School Road, Salford Priors, Evesham, Worcestershire, WR11 8XD
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<b>Type of setting</b>	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).

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 Kindergarten (Salford Priors) opened in 1993 and moved to its present premises in 2005. It operates from a classroom in the local primary school in the village of Salford Priors. The group serves the local area and has strong links with the school. There is a fully enclosed play area available for outdoor play.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 20 children may attend the setting at any one time. There are currently 35 children from two to four-years-old on roll. This includes 23 funded children. Children attend for a variety of sessions. The setting has procedures to support children with learning difficulties and/or disabilities, and who speak English as an additional language. There is disabled access for pupils and adults.

The group opens five days a week during school term times. Sessions are from 08:30 until 15:30. In the summer holidays, a play scheme operates for four weeks and is open to children up to eight years of age.

There are five members of staff who work with the children. Four members of the staff team have early years qualifications to National Vocational Qualification Level 2 or 3. The setting receives support from a teacher from the local authority.

## Overall effectiveness of the early years provision

This is a good setting with good capacity to improve. Children's needs are met effectively and they make good progress in their learning and development because leadership is effective and there is a strong staff team. The manager provides clear direction, and has developed strong links with parents. All children are included, and they enjoy learning because staff care about their welfare, and provide them with motivating activities.

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

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

- increase the display of print and numbers in the outdoor learning environment to provide children with more opportunities for independent learning
- develop an area of the classroom and the outdoor environment to increase children's opportunities to access problem solving activities.

## The leadership and management of the early years provision

The Kindergarten is well led and managed. There is good capacity for further improvement because the manager and her staff have a good understanding of

the setting's strengths and the areas which could be developed further. Staff attend training regularly and their self-evaluation is good. For example, they have identified the need to develop more opportunities for the children in problem solving in the classroom and in the outdoor area. The recommendations identified at the last inspection have been addressed effectively. All relevant policies are in place and reviewed regularly. Procedures for safeguarding the children are rigorous and meet statutory requirements. Risk assessments are carried out routinely. There are daily checks for the safety of the site. Vetting procedures for all adults who work in the setting are robust. The welfare and safety of the children is a high priority, and there is a good signing-in procedure. There are clear procedures for dealing with medical needs. The setting runs smoothly on a day-to-day basis.

Links with parents are good and parents are consulted regularly on their suggestions for changes. Currently, parents say they cannot think how the setting could be better and they feel involved and listened to. They are informed about what is going on with regular newsletters and at parents' meetings. Weekly planning is displayed in the classroom for parents to read. They have free access to their children's learning journals so that they can see notes, observations and photographs of what their children have achieved. Parents know that they can approach any member of staff at any time. They feel that all staff are very caring towards the children and concerned about their safety, security and well-being. Parents have been encouraged to become more involved with the setting, for example, by helping to raise funds for more equipment, such as story sacks.

There are good links with other agencies, and the setting can support children with learning difficulties and/or disabilities, and children for whom English is a second language. Transition is planned well so that children are supported, settle happily and start to gain confidence. The setting has strong links with the schools which the children move on to, and the staff in the setting meet staff from all the Early Years settings in the area regularly for joint training sessions.

Children enjoy learning and make good progress with their social skills and independence because staff plan the next stages in their development carefully, and they know the children's individual needs. They take the children's interests and preferences into account when they are planning activities, for example, by creating a building site in part of the outdoor area. The activities are planned so that they develop children's skills. Adults question children carefully to encourage to think more deeply and to explain their reasoning. Children are assessed soon after they arrive, and this information, together with ongoing assessments and observations, enables staff to plan the next steps in learning. The staff monitor children's progress carefully and respond to any issues which arise. For example, they have widened the range of outdoor learning because they feel boys respond better outside.

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

Children make good progress and develop good attitudes to learning because adults plan motivating activities for them. Children develop their imagination and

learn to make decisions because there is a good balance between adult-led tasks and time when they can choose what they play with, both indoors and outdoors. Children learn to be independent, for example, by finding their names and attaching them to a board at registration and snack times. They grow in confidence because adults listen to them and value what they say, and they are happy to talk to visitors about their learning. They develop good communication skills, and they gain confidence. Children form good relationships. They are polite and have good attitudes to learning. They make good progress in their personal, social and emotional development. Children have key workers, but they relate equally well to all adults in the setting. Behaviour is good, and children share, take turns and listen to one another. For example, at snack time they sit quietly and pass the fruit to one another. They learn about personal hygiene, for example, when they should wash their hands to prevent the spread of infection. They understand the importance of healthy eating, and drinking water is freely available. Lunchtime is a calm and sociable part of the day, and children learn good habits and manners. Adults follow appropriate hygiene procedures, for example, by keeping children's packed lunches in a fridge.

The children's welfare is high priority and children feel safe and secure. They learn about ways to be healthy, and about road safety. They know how to evacuate the building in an emergency. Children are closely supervised and there is a good ratio of adults.

There is a good variety of resources and suitable equipment, which is accessible and clearly labelled. These support children's development in each area of learning. The children enjoy using two computers in the classroom, and have a wide range of construction kits and puzzles. There are good opportunities for developing imagination through role play areas inside and outside. There is a small area for growing, and there are plans to extend this so that children can grow plants and vegetables. Children learn to enjoy books in the story tent, and they develop their early writing skills. The area for number and problem solving is not distinct, and the setting has identified the need to develop this. The outdoor area is spacious, and provides a wide range of activities for learning and physical development. The amount of print on display to encourage independent learning, particularly in the outdoor area, is limited. Children enjoy playing with sand, water and mark making. They like developing their creative skills, for example, through designing and making their own mini beasts. Children learn about other customs and cultures, and celebrate special times, for example, Chinese New Year. Children are encouraged to make links in their learning, for example, while they were making play dough with an adult they talked about colours and shapes.

Adults consult children when planning activities, and allow them to make choices. Adults observe the children closely, keep good records, and use them to plan the next stages in children's development. Observations are made in each child's learning journal, and these are available to parents. Children behave well and say they like coming to school. They enjoy being with friends, listening to stories, and they like the range of resources they can choose from. They feel safe and well looked after, and know that adults will help them. The setting prepares children well for the next stage in their education.

## 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>	2
<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?	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

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## **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