

Kenley Kindergarten

Inspection report for early years provision

Unique reference number 402935
Inspection date 18/05/2009
Inspector Madeleine Gerard

Setting address Kenley Primary School, New Barn Lane, Whyteleafe,
Surrey, CR3 0EX

Telephone number 0208 660 3232

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 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

Kenley Kindergarten opened in 2001 and is one of two settings owned by the proprietor. The kindergarden operates from two self-contained buildings within the grounds of a primary school, in a residential area of Kenley. It serves the local area. There are currently 38 children from three months to five years on roll; this includes 22 funded children. There are very few children who speak English as an additional language. Children attend for a variety of sessions. The kindergarden opens five days a week all year round. Sessions are from 07.30 to 18.00. There are six full-time and two part-time staff members who work with the children. Four staff have early years qualifications to NVQ level 2 or 3, and two are working towards the NVQ level 3 qualification. Kenley Kindergarten is on the Early Years Register and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The setting is good in meeting individual children's welfare and learning development needs. Relationships between staff and children are warm and friendly and children respond readily to what they are asked to do. A variety of interesting activities is provided reflecting the Early Years Foundation Stage provision. All children are included in activities appropriate to their ages. Links with parents are good. The manager and staff review their practice and demonstrate a good capacity to improve further.

What steps need to be taken to improve provision further?

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

- ensure that in the outdoor areas children have opportunities to develop their skills in all areas of learning

The leadership and management of the early years provision

The manager and staff have developed useful policies and established procedures that ensure the safe and efficient management of Early Years Foundation Stage provision. The needs of all children are met. Children are supervised by appropriately qualified practitioners, some of whom are well qualified. Two staff hold a level 3 qualification, one an NNEB qualification, two hold a level 2 qualification and two are training for a level 2. Three staff are trained in paediatric first aid. Checks on adults working with children are properly in place.

Staff discuss children's learning and plan activities based on their interests and their needs. The overall quality of self-evaluation is good and is also informed by consultation with parents about how the provision can be further improved. For example, the weekly menus have been recently reviewed in order to make them even healthier. The manager and staff have rightly identified the need to develop

the use of the outdoor areas and are taking steps to bring about improvement.

Staff are deployed well. Each acts as a 'key worker' for a small group of children. Key workers know their children well and record the progress the children in their group are making under the six areas of learning, using the most recent national criteria. Staff discuss children's progress formally with parents twice each year.

Staff ensure that the children are safe. The premises are secure and risk assessments are carried out for different types of activity, for example, visits to local places of interest such as a working farm and the nearby park. Children are closely supervised at all times.

Links with parents are good. They receive copies of policies and procedures. They also have access to staff planning in the six areas of learning. These are displayed on the notice boards for parents to read when they drop off or collect their children. The admission form includes all the information required including parental permission for seeking medical treatment.

The quality and standards of the early years provision

Children are developing good social habits. They all enjoy playing with toys, equipment and materials appropriate for their age. For example, younger children enjoy finding objects and shapes hidden in the sand tray. Older children develop their skills and their independence, for example, by using computers. They play well together, such as when sharing glitter and glue to make pictures. They behave well and respond eagerly when asked to carry out activities. Taking on responsibility for tidying up enables children to contribute to the kindergarten community. All this helps to prepare them well for the next stage in their education, and to keep them safe and free from unnecessary accidents.

Staff look after the welfare needs of children well. The accommodation, furniture, equipment and toys are suitable, safe and in good condition. Good emphasis is placed on children washing their hands after going to the toilet and before having a snack. Children eat their snacks sensibly and listen to stories with interest. Older children have free access to drinking water at anytime and also drink milk during their snack.

The indoor learning environment is stimulating, interesting and varied. Children are engaged in a variety of activities including building blocks, large toys, puzzles, sand, role-play, singing number songs and playing board games. Children have good opportunities to choose their own activities as well as being directed by staff at times to carry out tasks together, for example playing board games in a group, singing songs or listening to a story. However, activities in the outdoor spaces are more restricted and the lack of covered area limits opportunities for children to develop their learning outside when the weather is bad.

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?	2
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?	2
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

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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