

# Richmond House Kindergarten

Inspection report for early years provision

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**Unique reference number**

EY293670

**Inspection date**

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**Inspector**

Julie Firth

**Setting address**

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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

Richmond House Kindergarten was re-registered under the present owners in 2004. It operates from four rooms on the ground floor and two rooms on the first floor. The cellar is used as a nursery Montessori prepared environment for the younger children. They have access to a secure outdoor rear garden area. The nursery is privately owned by a well qualified teacher who has a Montessori teaching diploma and an early years professional status. It is one of a chain of three nurseries across the North west.

The nursery is registered to care for a maximum of 60 children on the Early Years Register and compulsory part of the Child Years Register. Currently there are 66 children on roll of whom all are in the early years range. The nursery is open from 08.00 to 17.45 for fifty weeks of the year. The kindergarten serves the local area. There are children on roll who speak English as an additional language. There are 16 members of staff who work directly with the children. Staff are qualified to level 3 and two members of staff are undertaking a degree. Two staff members hold a level 2. Additionally two staff hold the Diploma in Montessori teaching, of whom one works with the younger children and the other with the pre-school children. The setting receives support from Trafford Sure Start.

## Overall effectiveness of the early years provision

Children are provided with a wide range of positive experiences which enable them to make good progress in a warm inclusive environment. They enable children to have access to a continuous indoor and outdoor play activities, which they can explore and investigate and take in whatever direction they choose. Effective systems are in place in relation to observation, planning and assessment. The settings capacity to improve is good and strong emphasis is put on links with Trafford sure start. There are good, effective working relationships with parents and others involved in the child's care. They are fully consulted and kept well informed of their children's daily routines, care and learning. The nursery have recently developed effective systems in relation to self-evaluation to help them to monitor the service provided.

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

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

- ensure that children are given opportunities to promote their independence skills during snack times
- continue to use systems for identifying strengths and areas for improvement to raise the quality of care and education and share with staff.

## **The leadership and management of the early years provision**

A very enthusiastic team staff team are well supported in respect to their own professional development. An effective management structure enables staff to build up their confidence in delivering the Early years foundation stage. Children's welfare is supported through the key person system, together with adult-child ratios consistently being maintained and effective deployment of staff. Well-organised documentation is used effectively to promote children's health and safety. For example, rigorous recruitment, vetting systems and on going suitability are in place to ensure high levels of safety for children. Staff have clear knowledge of safeguarding children and of their role and responsibilities in reporting concerns.

The organisation of the premises and accessible resources effectively support children's learning and development whilst promoting their welfare and well-being. There is a clear awareness of safety amongst the staff, who effectively and instinctively manage or eliminate risks. Systems to identify, address and record safety checklists of the premises are in place. These have recently been reviewed by the manager. The nursery have set up formal systems for monitoring and evaluating the effectiveness of the provision and are identifying areas of development. However, this is not fully shared with all staff.

Good links with parents are forged which enable staff to meet children's individual needs and provide consistency for them. Information is sought prior to admission regarding their starting points and information from parent's questionnaires is monitored regularly. They receive detailed information on their children's progress and are asked to comment through a suggestion box. Furthermore, newsletters and well informative notice boards ensure information is regularly updated and includes ideas for supporting and extending the children's learning and development. There is a strong emphasis and good working partnership with Trafford sure start and staff work very hard with them striving for good quality care. Many changes have been made since the last inspection regarding staff re organisation, refurbishment and continuous provision to consolidate children's learning. Detailed reports indicate children's development which ensures a smooth transition for children.

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

Children are welcomed by caring staff and they are confident and happy in the setting. A well-organised environment enables them to initiate and extend their own play. Children participate in a variety of interesting activities and are making good progress in their development.

Children are provided with an appropriate range of interesting and enjoyable activities that place good emphasis on the six areas of learning. Regular Montessori input is in place with qualified staff encouraging children to become independent learners. Staff interact and question children to support their learning. They have a good understanding of the Early Years foundation stage and how to plan around the interest's of the children. Staff observe children and predict their next steps of

learning. Assessments identify children's attainments and what progress they are making.

Staff encourage children to speak about how they feel and to make friends with each other. They learn to put on their coats. However, children's independence skills are not fully promoted during snack times. Children are engaged in the circle and talk about events and listen attentively to a story. Children recognise their name as they confidently hang up their coat on the peg, they handle books well and visit a library. Children have some opportunities to write letters of their names and enjoy using the new white board. Furthermore, mark making is extended in the outdoor play area. The well balanced range of resources and activities provide good opportunities for the children to use numbers, to count, sequence and match.

Children have good opportunities to promote their creative development they thoroughly enjoy messy activities which are readily available throughout the day. Such as, children use strips of green paper for sea weed and really enjoy playing in a jelly bath. They also sit in sugar for snow as they create a den. The music teacher visits the children and children enjoy using instruments to sing along. They have use of the role play areas and small world, which promotes their imagination and social skills when playing together.

Activities and resources provide a good basis for children to understand the wider world. They learn about the Chinese culture and different countries. Furthermore, they speak about people who help us as they use thermometers from a doctors. Visitors are invited to talk to the children such as, one of the parents came to speak about his role as a pilot. They explore the local environment, go out on nature walks and visit a local farm. They talk about what animals produce eggs and plant sunflowers. They confidently use computers and programmable toys such as a CD player and head phones.

Children benefit from the use of the newly refurbished garden area where they use large equipment to promote their physical skills. They gain a good special awareness as they move on bikes and scooters. They thread beads and participate in a stretch and grow programme. They take part in planned sports day and promote their balance skills as they walk across a beam. Children behave very well and behaviour is managed sensitively and positively by staff who are very good role models. Children who speak English as a second language are well supported throughout the session by staff and words and pictures of their origin have recently been introduced to support them during activities.

Children learn how to manage their own health and hygiene. They are beginning to independently manage their personal care in the bathroom and activities and discussion support their understanding of good habits. A healthy lifestyle is encouraged through activities, exercise and nourishing snacks. This is further promoted advising parents on the content of packed lunches. Children are learning about keeping themselves safe, for example, adhering to rules which are displayed around the nursery and participating in activities in road safety.

## 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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