

The Kindergarten

Inspection report for early years provision

Unique reference number	EY279823
Inspection date	13/07/2009
Inspector	Kanwal Sonia Lobo

Setting address	Christ Church, Heriot Road, Hendon, London, NW4 2EG
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Type of setting	Childcare on non-domestic premises
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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 is one of two nurseries run by The Kindergarten Nursery Schools Ltd.

The Kindergarten has been registered since 2004. The group operates from a church hall in Hendon, in the London Borough of Barnet. It is located off a main street and close to local amenities, such as shops and parks. The premises consist of a hall, kitchen, two separate toilets and washrooms. The setting offers childcare places to the local and wider community. The group opens weekdays for 48 weeks per year. It operates between the hours of 08.00 to 18.00 and children may attend for a variety of sessions.

A maximum of 20 children aged in the early years age group may attend at any one time. There are currently 22 children aged from two to under five years on roll. The setting supports children who speak English as an additional language. There are no children on roll with learning difficulties and/or disabilities. The setting is also registered on the compulsory and voluntary parts of the Childcare Register.

There are three members of staff including the manager, who hold appropriate early years qualifications. The setting provides funded early education for three and four-year-olds.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Strong partnerships with parents are in place, which ensures children are understood, valued and included. Children's achievements are acknowledged and visibly celebrated by their peers and staff, which contributes to developing their confidence, social skills and respect for others. The setting is working towards ensuring that each child's learning plan is based upon evaluated observations and the next steps are clearly identified. Evaluation of the service has recently begun and consequently priorities for improvement, which have the greatest impact on the service users, are yet to be targeted.

What steps need to be taken to improve provision further?

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

- improve the planning so that it clearly arises from evaluative observations, children's recent interests and learning priorities.
- develop the system for self-evaluation so that it includes consultation with the service users and clearly identifies and targets priorities for improvement which have the most impact.

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

- conduct and record a thorough risk assessment for each type of outing, which includes an assessment of required adult:child ratios and ensure each risk assessment record details the date it was carried out, by whom, the date of review and any action taken (Documentation) (also applies to both parts of the Childcare Register)

04/08/2009

The leadership and management of the early years provision

The setting has made good progress since the last inspection and has taken steps towards addressing the recommendations raised to improve outcomes for children. For example, staff are working hard to further develop a system to clearly show how the next steps for each child are planned. The setting has been proactive in seeking advice and acting on guidance from other professionals, such as the advisory teacher. This has supported them in making improvements, such as updating policies and procedures for the safer management of the provision. More recently, the setting has adopted the use of the Ofsted self-evaluation form to assess their practice. Although, the setting are able to identify the key strengths, priorities for improvement, which have the greatest impact on the service users, are less clear and yet to be targeted. Children and parents are listened to and their views are respected, but this does not yet fully extend to include the self-evaluation process. Partnership with parents is a strong feature of the setting. Relationships between the staff and the parents are friendly and information is regularly exchanged. Parents' views are sought and questionnaires indicate that parents are pleased with the service they receive. Parents are offered a wealth of information via the different notice boards that are sited throughout the nursery. They are well informed about their children's progress as they are encouraged to access and contribute to their children's learning and development records.

Personal independence and good hygiene practice is integral to the children's daily routines. They independently access the toilet and use the hand washing facilities properly. Children are encouraged to help prepare and serve their own snacks, which promotes their understanding about healthy eating as they choose from a wide selection of fresh fruits. Staff ensure that all children have access to fresh water so that they can pour themselves a drink when they are thirsty. Overall, children are effectively safeguarded through a range of policies and procedures. A comprehensive child protection procedure is in place, which includes what to do in the event of an allegation. Areas of the premises are frequently risk assessed, which means children's safety is considered. There is a system for risk assessing outings, but only one was available for inspection and this did not reflect all the required information.

The quality and standards of the early years provision

Children are making good progress within the Early Years Foundation Stage. They are supported by a qualified and dedicated staff team who are committed to

helping them learn and achieve. Observations and assessments of what children know and can do are consistently completed. However, staff are working towards ensuring that these are evaluative and reflect children's recent interests. The next steps in learning for each child are yet to be used to inform the planning clearly. Staff record detailed information regarding children's needs. More recently, they have developed the system to ensure it includes obtaining children's starting points in their learning. This means staff are able to build on what children already know.

Children are supported to become independent learners and are sensitively encouraged by staff to develop a positive disposition to learn and acquire skills across all areas of learning. In the main, staff show an awareness of children's individual learning styles, and therefore, a range of teaching methods are adopted and used well. For example, the use of visual clues that help bring learning to life, open-ended questioning and allowing children time to think. Children are provided with many learning opportunities and experiences that support them to develop a positive sense of themselves and of others. They are encouraged to choose to play with a variety of friends, so that everybody in the group experiences being included. Children are well behaved and respond positively to requests from staff who act as good role models and take account of children's differing needs and expectations. Children's achievements are acknowledged and celebrated by their peers and staff. This in turn reinforces positive behaviour and contributes to developing their confidence, social skills and respect for others.

Children thoroughly enjoy the opportunities to visit Hendon Park. They are able to use a range of large play equipment and have lots of fun as they use the swings, seesaw and slide. Children enjoy the use of the open space and run and jump to catch the bubbles blown by their peers. They have many chances to practise and refine physical skills as they, for example, kick or throw a ball. Other planned visits included a trip to Willow Farm to learn about the wider world. Children watched the lambs being born, which provided them with an exciting and interesting real-life situation. A wide range of creative opportunities are provided to enable children to express themselves freely. They enjoy singing, dancing and at times creating their own music whilst listening to songs that are played. Children play harmoniously together whilst in the role play area, mimicking the world around them as they make tea and cakes for each other. Communication, language and literacy is promoted well. Children frequently visit the book area and enjoy looking at books independently and listen attentively when staff read to them. Staff provide children with lots of good chances to develop their language for thinking, speaking, listening and writing skills as they, for example, discuss what they want on their shopping lists.

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?	3

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?	3
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 B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early Years section of the report 04/08/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early Years section of the report 04/08/2009