

# The Kindergarten

Inspection report for early years provision

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**Unique reference number**

EY387298

**Inspection date**

13/08/2009

**Inspector**

Jill Milton

**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).

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 Nursery and After School Club opened at this site under previous owners in 1994. It opened under the present owners, Living Waters UK Limited, in 2008 and operates from premises in a small business park in Witney. The intake of children is from Witney and the surrounding villages. The accommodation consists of a series of rooms over two floors and access to the upper floor is via a flight of stairs. All children have access to an outside play area. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 96 children under eight years may attend at any one time and there are currently 35 children attending in the early years age range. There are also 28 older children on roll up to the age of 14 years who attend on a part time basis. The nursery opens on weekdays from 07.30 to 18.00 throughout the year, except for public holidays. Support is provided for children with learning difficulties and/or disabilities. Staff also offer care to children who are learning English as an additional language. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. The nursery employs 15 staff and of these, over half hold appropriate early years qualifications.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. The new provider is making a promising start to reviewing policies and procedures across the nursery and staff are becoming involved in the process of self-evaluation to plan improvements. The nursery establishes successful partnerships with parents and the staff recognise the importance of sharing learning between home and nursery. The children are making steady progress in their learning and development and staff generally take into account their individual needs. Staff monitor aspects of the nursery to ensure children are safe and in most areas, this is sound and reasonably effective.

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

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

- continue to develop links between recording children's development and planning their next steps in learning
- review the safety of windows on the ground floor of the premises
- make effective use of the available resources to provide more stimulating activities in the indoor and outdoor areas

## The leadership and management of the early years provision

The provider and her manager have a sound understanding of the requirements of the Early Years Foundation Stage. They are establishing a well-qualified team of staff and support is available to attend relevant training. Staff are accessing a

number of useful courses directly linked to aspects of care such as child protection. This is helping to improve their knowledge and in the area of safeguarding, they are aware of what to do if they have concerns for a child. There are careful procedures in place for the recruitment of new staff, with a checking process to establish suitability of adults working with children. The nursery is a pleasant environment with light airy rooms and plentiful resources. On some days, staff do not use these resources to maximum effect to support children's learning through play and senior staff are not always aware of this weakness. The staff are diligent in completing risk assessments of the indoor and outdoor areas and when taking children off site on outings. Apart from one oversight regarding window safety, this is providing a generally safe and secure environment. Staff are knowledgeable about the day-to-day policies and procedures, paying high regard, for example, to standards of hygiene throughout the nursery. Staff are starting to use self-evaluation to identify areas for improvement and an action plan monitors progress. The development of a new garden for older children is a good example of how this is working. The nursery staff work well with families using the setting. There are some encouraging links between home and nursery so that parents can become involved in their children's learning too. Parents receive regular informative feedback about their children's development and they speak highly of the caring staff.

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

Most children appear happy and reasonably settled in the nursery. New families take up the offer of visits to help children become familiar with the environment and the staff collect a good range of information to help them learn about the children's needs. Staff are careful to take into consideration the dietary requirements of individuals and the on-site chef is fully aware of any issues. Children receive regular drinks in the day to quench their thirst and they enjoy freshly prepared hot meals at lunchtime. Children are receiving many positive messages about keeping healthy and active with opportunities to use outdoor and indoor play facilities. They enjoy being energetic and gain skills such as co-ordination and balance as they use equipment. Children receive frequent reminders to be careful outdoors and not to climb on furniture indoors, though not always with an explanation to help them understand about safety.

Children of all ages are enjoying books and toddlers like the musical accompaniment to their story time. The rooms of the nursery are bright with many examples of artwork and photographs of the children's achievements. Planning of topics and routines of the day help inform parents what is happening and children can see time lines at their height to reassure them about what is coming next. Staff are knowledgeable about the needs of the younger children with regard to sleep times and nappy changes. The children each have a key person who looks after them and attends to their care needs during the day. Staff are establishing a system in each room for recording the children's development. Regular dated observations help staff to establish what children can do and some staff are starting to link this to planning for the next steps, though the process is not fully grounded yet in all rooms. Staff take into account all the areas of learning in the Early Years Foundation Stage when they plan activities. The older children enjoy

some very pleasant topics linked to animals in the rain forest for example. Photographs and children's drawings make attractive pictorial records of outings and help children recall friends and recent events. Children of all ages use mark-making materials and enjoy some sensory play. They are also accessing, over time, equipment to help them progress with mathematics and technology. On some days, their access to the plentiful resources is rather limited, this can result in some children appearing disinterested in what is on offer, and behaviour can deteriorate. Photographs and child records do indicate that this is not always the situation. Children are forming friendships and they readily name their peers to visitors. They are learning about the world outside nursery with engaging activities such as Canada day when they sample foods and learn about countries different to their own.

## 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>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
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?	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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## **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