

Kingsland Kindergarten Ltd

Inspection report for early years provision

Unique reference number

EY388293

Inspection date

21/09/2009

Inspector

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Setting address

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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.

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Description of the setting

Kingsland Kindergarten Limited operates within Kingsland Children's Centre which is located in Bucknall, Stoke-on-Trent. It works closely with Kingsland Nursery and Kingsland Primary School.

Children are cared for in four group rooms and all have access to an outdoor play area. The setting operates each weekday from 7.30am to 6.00pm all year round.

The kindergarten is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 66 children may attend the nursery at any one time. There are currently 52 children aged from birth to five years on roll, some in part-time positions.

There are 11 staff who work with the children. Of these, all have appropriate early years qualifications and one has Qualified Teacher Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Systems to monitor practice are conflicting as the process of self-evaluation does not consistently match everyday practice. Children's safety is not successfully supported as staff have a poor understanding of safeguarding procedures, with some documentation incomplete. Children's welfare is suitably promoted but their learning and development needs are restricted as staffs' understanding of the Early Years Foundation Stage (EYFS) is generally weak. Opportunities for the Kindergarten to encourage partnerships supports both parents and children, in addition to sustainable links with other providers that deliver the EYFS. However, the kindergartens ability to promote equality and diversity is significantly weak and compromises their capacity to fully include all children and their families.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- gain information about who has legal contact with the child; and who has parental responsibility for the child (Safeguarding and promoting children's welfare) 09/10/2009
- ensure that all members of staff understand the safeguarding policy and procedure and respond appropriately to any unexplained bruising, marks or signs of possible abuse (Safeguarding and promoting children's welfare) 09/10/2009

- promote equality of opportunity and anti-discriminatory practice and ensure that every child is included and not disadvantaged because of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability (Organisation).

09/10/2009

To improve the early years provision the registered person should:

- take reasonable steps to ensure the safety of children, staff and others on the premises with specific regard to hazards on the floor
- develop staffs' understanding of how to extend children's learning in relation to their age and stage of development
- improve the assessments of children's learning and development by fully utilising information about children's starting points and clearly highlighting their next steps.

The effectiveness of leadership and management of the early years provision

Clear written policies are in place to support practice but procedures around safeguarding are not closely monitored to ensure practice is robust. Staff do not understand the safeguarding procedure, with some incidents not accurately recorded or followed up to ensure the welfare of all children. Staff generally support children's understanding of safety as they carry out regular risk assessments, with daily checks to ensure rooms are mostly safe. However, due to the lack of structure, rooms are generally untidy, with toys left on the floor which children, parents and visitors trip over. Documentation is mostly in place, with some parents confirming parental responsibility. In addition, information regarding those parents with legal contact has not been gained. Children's records collate simple background information such as familiar routines and collection details but some forms are inconsistently completed, especially for those children with specific needs or concerns. As a result staff are unaware of their requirements and are unable to meet these to ensure outcomes for children are optimised. Checks on all staff are completed, with staff confirming their ongoing suitability through appraisals.

Management have gathered views from parents and staff to inform the process of self evaluation. Key strengths have been generally well identified but areas of weakness such as safeguarding are not apparent as management have not been thorough in their monitoring processes. The kindergarten has firm plans for the future and is working closely with the management from the children's centre to ensure continuity of care and education. However, the management has not successfully monitored the delivery of the curriculum as staff demonstrate a weak understanding of the learning and development requirements, with planning that is unreliable as it often does not clearly relate to the observations or assessments. In addition, a number of children's development files do not contain information about their starting points or of the children's progression as they move from room to room. As a result, some children are not included and Using support from the

children's centre, the kindergarten has begun to include parents in forums, regular updates through a summary of their child's learning, daily diaries and various other activities to include and involve parents and carers. Close links with the local schools and nursery fosters inclusion and better ways of working. Equality and diversity is inadequate as management have a poor understanding of everyday practices and attitudes. In addition, the environment and policies are not regularly reviewed to check they do not disadvantage particular children.

The quality and standards of the early years provision and outcomes for children

Children's ability to adopt healthy lifestyles is adequately promoted by staff who generally act as suitable role models. At mealtimes, children are encouraged to be sociable and to follow secure routines as they help themselves and make choices. Children access the many enclosed outdoor areas, with lots of interesting resources that encourage their physical development. Staff extend their learning by sometimes taking activities outside, whilst ensuring children stay safe as they climb, run and explore their dens. Staff support children's emotional development as they consistently praise and encourage them, fostering their independence and confidence. Children develop sound relations as they interact well with their peers and show care and concern for others as they play.

Overall, children are not making satisfactory progress towards the early learning goals as too little attention is given to identifying children's needs when they enter the setting or when they change rooms. Staff fail to foster an inclusive environment as important information is often missing, with no systems in place to ensure this is monitored. As a result, the particular needs of some children are not being met. Staff use a variety of short, mid and long term plans to meet children's interests but this style of planning is ineffective as it does not clearly link to the next steps. In addition, staff do not consistently record observations of what the children have learned, with assessments mostly completed as a group. As a result, the assessment of children's learning is not individual and activities, when delivered, are not skilfully adapted to meet the range of needs and ages of the children. Areas within each of the rooms are clearly set out, with resources arranged in colourful, labelled boxes and drawers. Children are confident in their surroundings as they access what they need with ease, with older children asking staff to help. Older children's rooms are equipped with interactive white boards, key areas for writing for different purposes, mathematical zones as they measure and compare size through water play and creative tables with plenty of art and craft that children access under close supervision from staff. Babies explore their environment and use various tools to create models from salt dough, chattering away as their thought processes inform their ideas. Older children gather on the floor as they help each other to construct large models. Children talk about their rockets, using mathematical language to describe size, shape and colour, whilst flying them in the air. Staff generally sit with the children offering support as they ask some open ended questions. Children respond using language to negotiate and make sense of what is being asked. At times, these interactions are limited which results in children becoming disinterested and easily distracted. In addition, staffs understanding of how to adapt activities for those children who may speak English

as an additional language or for those that have learning difficulties for example are restricted and therefore limits the level of support offered.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	4
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	4
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	4
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	4
The extent to which children achieve and enjoy their learning	4
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	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