

Barkingside Kindergarten

Inspection report for early years provision

Unique reference number	128450
Inspection date	05/11/2009
Inspector	Sharon Henry

Setting address	Holy Trinity Church Hall, Holy Trinity Church, Mossford Green, Ilford, Essex, IG6 2BX
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Telephone number	07926 369208
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Email

Type of setting	Childcare on non-domestic premises
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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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

Barkingside Kindergarten operates from two church halls on the same site that are situated on either side of the Holy Trinity Church and is situated within a residential area of Barkingside within the London borough of Redbridge.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is registered to provide care for a maximum of 72 children under eight years at any one time. There are currently 29 children on roll, all of whom are in the early years age group and some of whom attend on a part-time basis. The nursery supports children who speak English as an additional language, and children with special educational needs and/or disabilities. The setting operates Monday, Tuesday and Friday from 9.00am to 12 noon and on Wednesday and Friday they also operate an afternoon session from 9.00am to 3.00pm. The nursery employs 11 members of staff including a manager for site, all of whom hold a recognised childcare qualification. The group receives support from the 'Early Years Pedagogy Advisory Team'.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare, learning and development needs are clearly understood and successfully promoted by a caring, capable staff team. A secure knowledge of the Early Years Foundation Stage (EYFS) supports children's welfare and enhances their learning and development. Children and families benefit as the provider, managers and staff share and act on their clear vision for the ongoing development of the nursery, including carrying out regular self-evaluation in order to identify and address priorities for improvement. This promotes good outcomes for children. Staff are proactive in using the self-evaluation procedure to correctly identify the many strengths in the provision and acknowledge areas for improvement.

What steps need to be taken to improve provision further?

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

- continue to develop the planning of activities and systems for observing children's progress, including matching observations to the expectations of the early learning goals and using them to plan the next steps in their learning
- further develop the educational programme to extend the opportunities for problem solving

The effectiveness of leadership and management of the early years provision

The nursery is well led and managed, and the staff work very effectively as a team to ensure the children receive a good standard of care and education. Good systems are in place for staff recruitment, vetting and regular appraisal, ensuring that the adults' strengths and areas for development are identified. As a result, the staff are enthusiastic and motivated to develop what they offer to the children and their families. Children are well cared for in secure premises. They are effectively safeguarded through the adults' knowledge and understanding of required procedures for child protection should any concerns arise. All required policies, procedures and records are clear and up to date to reflect the day-to-day practice and contribute to the children's well-being. Staff carry out comprehensive risk assessments using daily check sheets to show that all areas have been assessed for their safety and suitability. Documentation is organised well and supports the care of children effectively. All relevant documentation is maintained to fully support children's care and to ensure their needs are known and is accessible to the parents upon request. There is a strong emphasis on ensuring that practice is inclusive for all families. Methods such as daily routine picture cards and some dual language labelling support children who have English as an additional language.

Good relationships formed with parents enable continuity of care for children. Parents' comments are positively encouraged and they are well informed of their child's care, learning and development. For example, they receive verbal updates at the end of each session and regular newsletters are provided to keep them abreast of current themes and activities. In addition to this progress meetings are planned, to discuss children's development in detail. Parents are encouraged to share what they know about their child when they start to attend which helps to ensure continuous and consistent care for the children. Children's progress records are made easily accessible to parents and reports are provided to other parties where appropriate to support children's individual needs being met. However, whilst parents have access to records, systems are not fully established to enable them to fully contribute to children's progress records and play a full role in identifying next steps in their child's progress.

The staff reflect together on their practice to have a realistic understanding of their level of provision in order to improve the provision for children. Recommendations raised at the previous inspection have been met in terms of improved outcomes for children. Staff confidently recognise the setting's strengths and effectively identify some areas where they could develop further.

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

Children make good progress in their learning and development because staff work hard to make the learning environment accessible and appealing to all children. A range of interesting activities and resources are displayed in a manner which invites exploration and investigation. Children make good progress towards the

early learning goals in relation to their starting points and capabilities. Systems of observation and assessment effectively monitor children's progress. However, they are not always used to identify learning priorities. For example, even though some observations and assessments have identified children's next steps this is not followed through.

The warm and welcoming environment contributes to children feeling comfortable and settled within the setting. Effective use of space allows children to move freely within a safe environment. A secure outdoor area provides children with the opportunity to access outdoor play safely. Children respond well to the strategies adopted by staff to manage their behaviour, which results in a calm, relaxed environment within which children are able to concentrate and persevere with tasks. This has a positive impact on children's approach to play and learning and influences attitudes towards future learning. Staff play a supportive role in assisting children to share and take turns and consequently, children are beginning to develop an awareness of the needs of others. The staff present a consistent approach. They offer children praise and encouragement for their achievements and for good and helpful behaviour displayed.

Children benefit from the staff's thoughtful interaction and enthusiastic involvement in their activities. Adults effectively encourage children's language skills as they talk with them throughout the sessions, including at sociable meal times, where they talk about what they have for packed lunch. Circle time is used in a variety of ways such as group story time and show and tell. There are opportunities for children to talk about what they had done over the weekend, with children sharing news of the places they had visited. For example, one child went to see 'Peppa Pig' and brought back the ticket to show. Children enjoy listening to familiar stories as they snuggle up in the book corner to listen to the 'Peace at last' story. They are learning about the environment as they explore natural products, such as conkers, leaves and shells. There are opportunities for children to extend their knowledge and understanding of the world as they use tools, such as torches and magnifying glasses, to investigate the pretend insects. Children are beginning to use their imagination as they engage in role play. For example, a group of children spend time making tea and dinner in the role play area, where they set the table and use oven gloves to remove items from the oven. Staff develop children's early maths skills through activities which involve them counting and talking about different colours. However, opportunities for children to calculate and problem solve are not always effectively promoted.

The children are beginning to move with control and use a range of equipment to develop their physical skills. They enjoy playing in the outdoor areas regardless of the weather. Here, they ride bikes, scooters and play with hoops. Children enjoy healthy, balanced and nutritious snacks, for example, breadsticks, raisins and fruit. Children are well hydrated as they are able to independently access drinking water through the session, all of which promotes children's awareness of a healthy lifestyle. Through everyday routines, such as hand washing before meals and after playing in the garden, children are learning about the importance of good hygiene practice. Effective storage of packed lunches, such as perishable foods being refrigerated, minimises the risk of cross-contamination.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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