



## **The Kindergarten (Salford Priors)**

Inspection report for early years provision

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| <b>Unique Reference Number</b> | EY297174  |
| <b>Inspection date</b>         | 03 October 2005   |
| <b>Inspector</b>               | Valerie Fane  |
| <b>Setting Address</b>         | Salford Priors C E Primary School, School Road, Salford Priors, Evesham, Worcestershire, WR11 8XD |
| <b>Telephone number</b>        | 07778 898 996   |
| <b>E-mail</b>                  |   |
| <b>Registered person</b>       | Sara Louise Malpass   |
| <b>Type of inspection</b>      | Childcare   |
| <b>Type of care</b>            | Full day care   |

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

### WHAT SORT OF SETTING IS IT?

The Kindergarten (Salford Priors), owned by Sara Malpass, opened in 1993 and moved to its present premises in 2004. It operates from a classroom in the local primary school in the village of Salford Priors. The group serves the local rural area.

There are currently 29 children from 2 years 6 months to 4 years on roll. Of these 20 children receive funding for nursery education. Children attend for a variety of sessions. The setting supports children with special needs and would be able to support children who speak English as an additional language.

The group opens five days a week in school term times. Sessions are from 08:30 until 15:30. In the summer holidays a play scheme operates for four weeks and is open to children up to 8 years of age.

There are five staff working with the children on a rota basis. Two of the staff have early years qualifications to NVQ 3 or higher. In addition, one staff member is currently attending a relevant course for early years. At any one time half of the staff working with the children are qualified. The setting receives support from an advisory teacher from the Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children gain a good understanding of a healthy diet as they enjoy a range of healthy snacks provided by the kindergarten. They try different types of fruit and vegetable sticks and enjoy crackers rather than sweet biscuits. They eat their snack in a small group with an adult so that they develop their social skills. They become increasingly independent as they clear away their place mat and find their name card to put on the board to indicate that they have had their snack that day.

Children begin to access the toilet independently and learn about the importance of washing their hands through posters on the cloakroom wall and through discussions at circle time. However, they are exposed to unnecessary risk of infection because the kindergarten does not provide individual towels for hand drying. They are cared for well in the event of an accident or illness while they are at kindergarten because all staff have received recent first aid training. Staff keep accurate records of accidents and any medication given but do not obtain a signature from parents after children have been given medication. This would compromise children's well-being if parents were not aware they had received medication. Children with special medical needs are cared for well because staff monitor such children closely. If necessary, staff receive appropriate specific medical training relating to the individual child.

Children enjoy regular opportunities for fresh air and exercise. They are increasingly able to use the play area as an outdoor classroom with areas for role play, sand and a new graphics area. There are future plans for a music facility and a recycling base. They learn about the importance of physical exercise as they use a variety of wheeled toys including bikes, scooters and cars and take part in group activities such as throwing and catching bean bags.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are generally cared for well because the manager has put in place clear policies and procedures relating to health and safety and has made sure that these are known by staff and parents. Children learn to keep themselves safe in the event of a fire as they practise the fire evacuation procedure regularly. Staff evaluate these

practices and update the procedures to improve children's safety. Children can use the classroom safely but the outside area contains hazards such as standing water. This compromises children's safety when they are playing outside. Children access a suitable range of good quality, well-maintained equipment, some of it stored on low-level shelves so that they can self-select.

Children are protected well in the nursery because several staff have attended recent training and have a good understanding of child protection issues. Children begin to understand how to keep themselves safe as they enjoy visits from the local policeman who talks to them about the risks associated with talking to strangers. They also develop their self confidence as they learn to make choices and to say 'no' to other children.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children enjoy their time in the stimulating environment. They form very good relationships with staff and with each other. Older children work together well in group activities such as making a house with the big bricks as part of their topic on 'ourselves'. They work out what size bricks they need to fill gaps in the walls and discuss the possibility of including windows. They develop their thinking skills as staff ask open-ended questions about what would happen at home if there was a hole in the roof.

Children learn about their families and develop a sense of history as they join in a variety of activities linked to the current theme. They look at old photographs at circle time and bring in photographs from home to contribute to the discussion. They develop a sense of identity as they talk about their own home with enthusiasm and then draw pictures of their families. They make good progress because staff have a sound knowledge of the Foundation Stage curriculum and understand how children learn.

Younger children benefit from activities that are differentiated to meet their particular needs. They practise mark making while older children are beginning to copy letters. However, they do not yet have access to a curriculum based on a framework such as 'Birth to three matters' that is oriented to the needs of their age group.

### **Helping children make a positive contribution**

The provision is good.

The children have regular opportunities to learn about themselves, each other and the world around them through planned activities and through visitors to the nursery. They gain an understanding of other cultures as they celebrate the Jewish harvest and festivals such as Diwali and Chinese New Year. Children with special educational needs are cared for well because staff discuss their needs with parents and seek help from outside agencies when appropriate. All staff are involved in child observations and the production of individual education plans so that they are all

aware of each child's particular needs. Children behave very well because staff have high expectations for their behaviour and always set clear boundaries.

A good partnership with parents contributes to children's well-being in the kindergarten. Parents and staff work together to draw up play plans to identify aims for each child for the following term. Parents are involved in their child's learning because they help them to bring in things from home connected with the current theme. They gain an understanding of the Foundation Stage because they have the opportunity to attend a practical workshop each term that shows them what and how their children are learning in kindergarten.

### **Organisation**

The organisation is good.

The kindergarten is well-organised and staff make good use of the available space both indoors and outside to maximise play opportunities for children. Ofsted has been notified of changes to staffing and premises and all necessary checks are carried out on new staff so that children are cared for by suitable adults. All staff are committed to attending regular training to update or improve their knowledge or to gain recognised childcare qualifications. New staff have a robust induction programme to ensure that they get to know the policies and procedures quickly and to give them time to get to know the children. This means that all staff are well-equipped to support children's care, learning and play. All legally required policies and procedures that contribute to children's health, safety and well-being are in place. Overall, the provision meets the needs of the children who attend.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

There are no complaints to report.

## **THE QUALITY AND STANDARDS OF THE CARE**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

## **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve the facilities for hand drying to avoid risk of cross infection
- obtain a dosage signature from parents after administering medicine to children
- ensure that the outdoor area is free from hazards so that children can access it safely.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)