

Cleadon Village Kindergarten

Inspection report for early years provision

Unique reference number	EY262600
Inspection date	16/11/2009
Inspector	Cathryn Parry

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Cleadon Village Kindergarten is one of 72 nurseries run by Just Learning Limited. It was registered with the current owners in 2003 and operates from a two storey self-contained building. It is situated in a residential area of Cleadon in south Tyneside. Children have access to an enclosed outdoor play area. The kindergarten is open each weekday from 7.30am to 6.00pm for 52 weeks of the year, excluding bank holidays, Christmas Eve and New Years Eve.

The kindergarten is registered to care for a maximum of 130 children under eight years old at any one time, all of whom may be in the early years age range. There are currently 181 children attending in this age group. The kindergarten also offers care to children aged over five years old to 11 years old. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The kindergarten currently supports a number of children with special educational needs and/or disabilities and a number who speak English as an additional language.

There are 29 members of childcare staff, of whom 28 hold appropriate early years qualifications to at least National Vocational Qualification at level 2. Two members of staff are working towards gaining early years professional status. The setting provides funded early education for three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The kindergarten has a warm and caring atmosphere, which leads to all children and their parents feeling welcome. The wide range of resources and experiences offered ensures all children have the opportunity to make good progress. The majority of the daily routine is well organised. All staff demonstrate a positive and sensitive attitude to meeting every child's specific requirements. The management team link with other professionals, access grant funding and carefully monitor the nursery to ensure continuous improvement is maintained.

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 organisation of meal times to nurture children's social and self-help skills.

The effectiveness of leadership and management of the early years provision

All staff have attended safeguarding training and demonstrate a clear understanding of associated issues. Consequently, children are well protected.

Regular risk assessments take place to effectively minimise the chance of accidental injury. A robust recruitment procedure is implemented well. This results in suitably qualified and vetted staff, who have a range of experiences being employed, which positively impacts on the quality of care provided. The manager shows a commitment to the professional development of her team, encouraging training in all areas. Children's play opportunities are maximised through the effective organisation of space, time and resources. Systems for evaluating the kindergarten are good. The management team and their staff are constantly looking at ways to improve the care and education they provide. This includes gaining feedback from parents to broaden their view of the setting. All the recommendations from the previous inspection have been positively addressed. This impacts favourably on promoting children's overall development.

Effective partnerships with parents ensures children's individual needs are met well, which promotes stability. Staff speak to parents as they collect their children, as well as providing them with written daily diary sheets. Consequently, they are fully informed of the activities their children have enjoyed. This results in them being able to continue their children's learning at home through highlighted experiences. Staff have experience of caring for children with special educational needs and/or disabilities. They link with other professionals, such as speech therapists to effectively support children's development. Links have been made with other providers where children receive care and education in more than one setting. This includes inviting teachers into the kindergarten and sharing observations of children with them. Although the response from the local school has not been enthusiastic, the manager and her staff show a real understanding of the benefits of persevering to strengthen links, to ensure continuity and cohesion.

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

The staff demonstrate a sound understanding of the Early Years Foundation Stage and implement it well. Each area of learning is clearly covered with the provision of a wide range of experiences, which are well supported by staff. A positive and consistent approach to managing behaviour is implemented, which takes into account children's understanding and maturity. Children develop a sensitive awareness of diversity and an understanding of the needs of others. This is achieved through a range of activities and resources, which promotes a positive outlook of the wider world. Children freely move from one area to another and are spontaneous in their play and interactions with other children and adults. Their communication skills are fostered well through various experiences, including the use of musical activities. The staff in the baby room are particularly sensitive to the needs of the age group they care for and use some lovely facial expressions, tone and intonation when interacting with them. A selection of sorting, matching and sequencing resources promotes children's problem solving and reasoning skills. Their knowledge of the living world is nurtured as they plant seeds and care for the Giant African Snails. Children really enjoy participating in creative experiences, including using small tools with the play dough, painting and creating collage pictures. An effective system for planning and observing children has been developed. The children's individual developmental files clearly show

achievements. These are monitored by the children's key person and by the manager, to ensure they are progressing towards the early learning goals.

Children are cared for in a well maintained environment, where toys and equipment are cleaned regularly. They are safeguarded well as the premises are secure at all times. This is supplemented with effective procedures for adults collecting children, including the use of a password system. Children who are collected from school are kept safe as they wear fluorescent tabards, are closely supervised and understand road safety procedures. All children are learning about the importance of good personal hygiene and are becoming increasingly independent in their personal care. Brushing teeth after lunch and hand washing forms an integral part of their routine. Children flourish as they access good opportunities for large, physical play. These include using interesting resources in the newly refurbished outdoor play area. They also have opportunities to enjoy music and movement and walks in the local community. Babies and toddlers are developing their locomotion and balance skills through a selection of push-and-pull toys. The flexible routine incorporates time for quiet play and rest, enhancing children's well-being. A varied and imaginative menu encourages children to have a good awareness of healthy meal options and the opportunity to try new foods. However, meal times are not effectively organised, which results in missed opportunities to nurture children's social and self-help skills. Care has been taken to ensure effective systems are implemented to gain all relevant information from parents, including any special dietary requirements to make sure any specific dietary needs are well met. This positively impacts on children's well-being.

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	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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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	2
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

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