

# Radnor Park Kindergarten

Inspection report for early years provision

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**Unique reference number**

127478

**Inspection date**

02/03/2010

**Inspector**

Karen Scott

**Setting address**

5-6 Westbourne Gardens, Folkestone, Kent, CT20 2JA

**Telephone number**

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Radnor Park Kindergarten opened in 1998 and moved to its present site in Folkestone in 2000. The kindergarten operates from a large Victorian property and is organised over three floors. It has access to eight rooms, toilets, a kitchen and an enclosed outside play area. The office and staff room are located on the fourth floor. The group serves children from the local area and surrounding towns. It is open each weekday from 8am to 6pm all year round.

The kindergarten is registered on the Early Years Register. A maximum of 96 children may attend at any one time. There are currently 40 children aged from birth to the end of the early years age group on the roll, some in part-time places. The provision is also 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 for whom English is an additional language.

There are 12 members of staff working with the children, all of whom hold appropriate early years qualifications to at least a National Vocational Qualification at level 3. Four members of staff are undertaking further qualifications. The kindergarten provides funded early years education for three- and four-year-olds and receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children play in an environment that is ever evolving to meet their needs. An ethos of reflection involves everyone connected with the kindergarten; staff, children and their families help the setting to think about their strengths and where they would like to make improvements. The setting values parents and works closely with them and other settings that children attend to ensure that they meet the individual needs of all children attending. Consequently, children are making very good progress through the developmental stepping stones at a setting that is bright and welcoming and they are very happy to attend.

## **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 outdoor play area enriching the environment and experiences for children
- make children's learning journeys easily accessible to parents and carers.

## **The effectiveness of leadership and management of the early years provision**

Radnor Park Kindergarten is committed to making changes to their setting which will improve outcomes for children. Everyone is involved in evaluating the care and learning opportunities that children receive and all input is highly valued from staff, parents and children. All recommendations made at the previous inspection have been acted on and have brought about positive change. For example, snack time is a social occasion where children enjoy a range of healthy foods supported by staff who promote good eating habits. The setting is supported by the local authority and has realistic targets for change. They are committed to sustainability and are keen to make improvements that enhance the appearance of their setting. Staff are very enthusiastic about change and have plans in place to adapt the outside play area into a place of exploration and discovery. Evaluation is continuous and ongoing, resulting in an environment that continuously changes and adapts to meet the needs of the children. Children benefit from playing in a bright and welcoming environment where they are able to access toys and resources with ease, making choices about what they play with. The kindergarten is arranged over many floors and staff have utilised the areas for play to great effect, making excellent use of the space available to them and therefore enhancing children's enjoyment. Staff are very clear about their roles and responsibilities within the setting and feel empowered to make suggestions for improvement and to assess what is happening. They take pride in their setting and responsibility. Staff are encouraged to participate in regular training opportunities, updating their knowledge and sharing good practice. Staff appraisals are undertaken regularly and are an excellent tool for improving outcomes. Staff continuously interact with children, extending their learning through questioning and guidance to which children respond positively. Staff are skilled at knowing when to stand back and let children lead their play too.

The group has clear policies, strategies and procedures to ensure the safeguarding and welfare of children. They have established clear management responsibilities in relation to child protection and staff know who to approach should they have any concerns about a child in their care. Staff participate in child protection training and have an excellent understanding of the possible signs and symptoms of child abuse. Detailed risk assessments are undertaken regularly and focus on the users of the setting as well as fixtures and fittings. Action is taken when issues of safety are raised and children play in a safe and secure environment where staff help to protect them from harm. Children's differences are respected and they are encouraged to share their experiences and cultural differences with each other. A range of resources reflects the diversity within society and children enjoy visits from a French teacher. Sign language is used to help children for whom communication is difficult and the setting works with outside agencies such as speech therapists to support children who need additional help. Because of the support received, children with special educational needs are making good progress. When children attend other settings, staff work closely with them to ensure that they are working together to meet the needs of the children. Children's Learning Journeys are shared with other settings and communication is continuous and is working for the benefit of the child. Parents and carers are welcomed

warmly into the kindergarten. They may visit whenever they wish and are encouraged to share experiences with children as well as being invited to celebrate Mothering Sunday and Father's day at the setting, for example. There are many notice boards with a vast range of helpful information for parents and carers to read, and their views and opinions are valued. Information is exchanged verbally each day and parents are kept further updated through newsletters, photographs and daily diaries, for example. Parents and carers are invited to parent evenings to learn about their child's experiences and to talk to key persons. Children's Learning Journeys are sent home regularly, however, although parents may look at them whenever they wish, they are not easily accessible. Overall, parents and carers are extremely happy with the care and education that their children receive.

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

Children show good understanding as to how to keep themselves safe. They explain that it is important not to run indoors as you may trip over toys and that the playground and soft play area are the best places to run. Children confide in the adults, showing that they feel safe and secure in their presence. They express difficulties that they have in activities, such as getting into specific shapes during Yoga sessions, and feel confident enough to persevere at these shapes after support and guidance from staff. Children are unable to make choices as to whether they play in or outdoors. However, there are regular opportunities for them to exercise in the garden and indoors, including the large soft play area. Waterproof clothing ensures that the children are able to enjoy fresh air whatever the weather and plans are underway to renovate the garden to provide an even richer experience for children. Although children are escorted to the bathrooms due to the organisation of the building, they are independent when there and show a good understanding of when they should wash their hands such as after messy play and before eating. Individual sleeping routines are respected and privacy offered when nappies are changed. Children come together for snacks as staff have evaluated it as a valuable time for socialisation. Children eat a range of homemade healthy and nutritious meals and snacks that cater for children's individual dietary requirements. Packed lunches are stored suitably to ensure that perishables remain fresh. Older children serve their own dinners and children try a range of different flavours offering their opinion as to what they do and do not like. Children also enjoy baking, for example, making their own pizzas. Children may help themselves to a drink whenever they need one and explain that when they have been running, they become tired and often need a drink. Consequently, they remain hydrated. Parents are asked to bring photographs of children's families which are displayed prominently, helping children to see a link between home and the setting when they first start. There are also many other photographs displayed and children enjoy looking at themselves and their peers at play. Their artwork is displayed prominently making them feel that what they have created is valued. When children arrive, they are greeted warmly by their friends and are happy to attend. They have formed strong relationships and an understanding of each other's differences. They play cooperatively, taking turns and sharing resources, and show kindness towards one another. Children bring their own toys to kindergarten and are happy for others to play with them.

Children make choices about what they play with, although this can be limited as they move around rooms. However, children are free to move resources around rooms to enhance their games. For example, children put bricks into the sand pit so that the cars they are playing with can be driven around them. Children participate in a range of adult- and child-led activities that reflect all areas of learning and their interests at the time. A curriculum advisor monitors the progress children are making and the activities they are participating in. Children are making good progress through the developmental stepping stones. Staff know children's likes and dislikes and plan activities that will be of interest to them as they understand they are then more likely to participate and therefore expand on their knowledge and understanding. Staff make observations of children and use these to assess their development and to plan activities to extend their deployment in all areas of learning. Planning differentiates individual children and helps all staff to meet their needs. Children are developing skills for the future. They are competent users of the computer and pass on their skills to each other. Numbers are displayed around the setting and children count as part of the routine, such as counting out the plates at snack time, and adults introduce mathematical language when playing with the bricks, for example. A room dedicated to role play allows children the space to develop this and to express themselves. Role play is also available in all other play areas. Local schools report that children have settled well and are enthusiastic learners. Children explore the natural environment and look at the environmental changes that happen such as leaves falling off trees. Favourite stories are re-read and children make displays of them. Children enjoy stories on a one-to-one basis and in groups, illustrating them with the use of props. Overall, children are very keen and enthusiastic learners, participating with interest in a range of activities.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
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	1
The effectiveness of the setting's engagement with parents and carers	2

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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