

Windsor Kindergarten

Inspection report for early years provision

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Inspection date	14/01/2010
Inspector	Deborah Jacqueline Newbury
Setting address	Windsor Room, St Mary's Church Hall, Church Street, Twickenham, Middlesex, TW1 3NJ
Telephone number	020 8255 6770
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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

Windsor Kindergarten is a privately owned nursery school and after-school club, which operates from St. Mary's Church Hall, Twickenham in the London Borough of Richmond upon Thames. The nursery school opened in 1988 and the after-school club in 2006. The owner also owns another setting in the St. Margaret's area of Twickenham. Children mostly attend from the local community. They have access to two rooms and an enclosed outdoor play area.

The Kindergarten is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is registered to provide care for a maximum of 38 children from two to under eight years at any one time. There are currently 110 children from two to ten years on roll. Of these, 37 receive funding for nursery education. The setting welcomes children with special educational needs and/or learning difficulties and children for whom English is an additional language.

The nursery school and after-school club are open each weekday term-time only for a total of 190 days throughout the year. Children attend for a variety of different sessions. A morning nursery session for children aged from two - five operates from 9.15 am to 12.15 pm for a maximum of 38 children. An afternoon nursery session, also for children aged two to five, operates from 1.15 pm - 4.00 pm for a maximum of 14 children. The after-school club is held from 3.15 pm - 6.15 pm and caters for children of primary school age. A maximum of 24 children may attend the club. Most children attending the after school club are collected from St. Mary's Primary School in Twickenham. Children may also attend from other schools but at present there are no other collection arrangements.

The Kindergarten employs 14 members of staff. Of these, ten hold appropriate early years qualifications and one is working towards a relevant qualification. One member of staff is a qualified early years teacher and holds the Early Years Professional Status (EYPS). The Kindergarten is affiliated to the Pre-School Learning Alliance and receives support from the Richmond Local Authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Windsor Kindergarten provides a happy, stimulating environment for children's welfare, and learning and development. It is mostly very effective in meeting the individual needs of children and promoting inclusive practice. The management team, alongside practitioners, work hard to ensure children receive a quality experience where they have lots of fun and develop their skills. Particular strengths of this setting lie in its excellent arrangements for working in partnership with parents, for promoting children's awareness of healthy lifestyles and its genuine commitment to continually improving the quality of care and education for children attending and their families.

What steps need to be taken to improve provision further?

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

- improve children's access to a range of resources that reflect positive images of diversity, including use of labelling in languages used by children attending the setting
- improve children's access to information and communication technology and programmable toys
- continue to develop partnerships with other providers, such as schools, who also deliver the Early Years Foundation Stage (EYFS) to children to ensure the integration of care, education and any extended support.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded because practitioners have a secure understanding of child protection issues and the action they must take if they have any concerns. Several members of the staff team have attended relevant training, and safeguarding is often a topic for discussion at staff meetings. The Kindergarten has developed a safeguarding noticeboard which can be readily viewed by parents, carers and any other visitors to the setting. This ensures that everyone is aware of the Kindergarten's responsibility and can also very easily access information about safeguarding.

All practitioners have completed checks to ensure suitability and management implements robust recruitment and vetting systems. Risk assessments, daily safety checks and use of sensible safety features ensure children's safety receives ongoing attention. All regulatory documentation relating to day-care activities is maintained appropriately and comprehensive written policies and procedures provide a clear focus for the efficient organisation and management of practice.

Managers work closely together and there is a strong team spirit. Practitioners have a clear understanding of their roles and responsibilities and are effectively deployed. Thus, sessions flow smoothly and children are well supervised and supported. The staff team is well qualified overall and there is a commitment to continued training and professional development for everyone. Management and practitioners are very reflective of their practice and constantly strive to move the setting forward through the identification of clear priorities for improvement. Systems for self-evaluation are very comprehensive and there are effective procedures in place for actively seeking the views of parents and children. Management values their suggestions and endeavours to act upon them. Recommendations made at the Kindergarten's last inspection have been addressed successfully.

The Kindergarten meets in premises that are safe and secure. They are nicely presented and offer children many good opportunities to make choices and become independent as they choose from a range of resources arranged to be

easily accessible and promote child-initiated play. This encourages them to be active, motivated learners. The outside play area is regarded as an extension of the indoor learning environment and children have the freedom to move freely from indoors to outside. Practitioners who work in the after school element of this setting re-arrange the room occupied by the club prior to the arrival of children from school. They take positive steps to ensure these older children are presented with resources more suited to their ages and stages of development and that the room has a different feel to when it is used by nursery-aged children.

Practitioners treat all children with equal concern. They value the uniqueness of each child attending the setting and work hard to meet their individual needs. They promote most aspects of equality and diversity very well which helps children to develop an awareness of the society they live in. However, children who speak English as an additional language do not see examples of their home languages displayed to add to their sense of belonging and promote inclusion. A variety of resources to support children's awareness of difference is available within the setting but monitoring arrangements to ensure children can always access books that reflect positive images of diversity are not always effective.

Practitioners develop excellent partnerships with parents who are very confident in the care and education their children receive. They comment on how happy they are with the setting and that they are pleased that settling-in procedures are conducted to meet the needs of individual children.

Both parents and practitioners speak positively about the benefits of the home visits that are now undertaken before children start at the setting and see these as a way of setting the foundation for the development of trusting relationships and working together to support children's learning and promote their welfare.

Practitioners gather important information about their key children and what they know and can do. They are ready and willing to speak with parents informally at any time and invite parents to a formal meeting each term to discuss their child's achievements and progress. Parents can view their child's learning journey when they wish. They receive

detailed information about the setting through a brochure, weekly newsletters, notice-boards, written reports and the Kindergarten website. Planning is displayed so parents have a clear awareness of what their children are doing and can therefore talk about this at home. Children regularly take books home to share with their families and parents are invited to come into the setting to share their knowledge and expertise with children.

Practitioners work in partnership with any other agencies as necessary to support children with additional needs and ensure they are able to make as much progress as possible, given their starting points. Management understands the importance of building partnerships with other providers, such as schools, who also deliver the Early Years Foundation Stage (EYFS) to children attending this setting. It is endeavouring to develop these links although this is not always reciprocated.

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

Children thrive in a harmonious and welcoming environment. They are happy and demonstrate a sense of security and belonging. Practitioners interact positively with children and are very caring, especially in their support of those younger children who are new to the setting and a little unsure. Children make good progress in their learning and development as they participate in a balanced range of adult-focussed activities and child-initiated play. Overall, they have access to a broad range of resources that promote development across all areas of learning. However, whilst there is a variety of items on site that enable children to explore and develop their skills in information and communication technology, these are not organised to be readily accessible at all times. Children enjoy a range of creative experiences and exploration of malleable materials. They make their own selections from a trolley of resources, such as collage materials, recycling items, glue, scissors and sticky tape and use these to express their ideas. They delight in the sensation of corn flour 'gloop' and shaving foam on their fingers and discuss how these feel and smell. Joining in with board games encourages children to take turns and practise and improve their awareness of number as they count the number of dots showing on the dice they have thrown. Children use mathematical language and concepts as they fill containers with rice and consider whether they are full or if they need to add a little more. They explore mark-marking and confidently talk to practitioners about the pictures they have drawn, who in turn, engage them in conversation and scribe their thoughts, which helps children understand that print carries meaning. Practitioners utilise the local community effectively to enhance the learning experiences offered to children. For example, children go out to look at the different signs in the environment, on number walks and to look at the autumn colours as well as visiting local shops and going to the library. Practitioners are secure in their understanding of the Early Years Foundation Stage (EYFS) and they support and extend children's learning effectively by responding to their interests and asking questions that encourage children to think critically. Each child is supported by a key person who is responsible for monitoring their progress and planning for the next steps in their learning. Weekly planning meetings mean that the learning needs of each individual child receives ongoing consideration and can be catered for effectively.

Practitioners protect children's health very effectively through their meticulous attention to promoting hygiene and ensuring children follow good practice as part of their normal, everyday routine. They seize every opportunity to talk about healthy habits. For instance, a child's remark about going to the dentist leads on to a discussion about why we need to clean our teeth and should not eat too many sweet, sugary things. Nursery children enjoy healthy snacks consisting of a plentiful variety of fresh fruits; they help to prepare these for everyone and make their own decisions about when they would like to eat as a café system is in operation. This further promotes children's independence and enables them to take on roles of responsibility. Parents are invited to contribute fruit for snack and practitioners provide frequent opportunities for children to take part in cookery activities, such as making a Greek salad or pizzas with a selection of healthy toppings. This joint approach enables the setting and parents to work together to

help children develop healthy eating habits. Children attending the after school club also enjoy a healthy teatime snack. They are consulted about the weekly menu and encouraged to make suggestions about what they would like to have. Drinks are freely available and accessible throughout every session, thus ensuring children do not become dehydrated. Children receive positive messages about the benefits of fresh air and being active as outdoor play is available throughout every session. A free-flow approach to this is adopted and children access the garden area freely, putting on coats and Wellington boots and using umbrellas when it is raining. Some children recognise the effects of exercise on their bodies, as they announce that they are too tired to run and are going to use the bikes instead.

Children behave well, responding positively to praise and encouragement. They learn, with the support and guidance of the adults caring for them, that they have the right to say 'no' and to ask others not to play in ways they do not like. This gives children autonomy and helps them understand the need to respect the wishes of others. They learn how to keep themselves and others safe as practitioners intervene promptly to deter potentially unsafe practices, such as when they get a little over-excited when exploring trays of rice and begin to throw this. They practise fire drills and learn about stranger danger as the community police officer comes to talk to them at the setting.

Children develop appropriate skills to support their future learning as a consequence of the good quality support they receive from skilled practitioners and access to an appropriate range of relevant resources, activities and experiences.

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	1
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	1

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	1
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