

Kingsland Kindergarten Ltd

Inspection report for early years provision

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Inspector Jennie Lenton

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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

Kingsland Kindergarten Limited operates within Kingsland Children's Centre which is located in Bucknall, Stoke-on-Trent. It works closely with Kingsland Nursery and Kingsland Primary School. Children are cared for in four group rooms and have access to the outdoor play areas. The setting operates each weekday from 7.30am to 6.00pm all-year-round.

The kindergarten is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 66 children may attend the nursery at any one time. There are currently 81 children on roll, of whom 80 are in the early years age group. This includes 47 children who are funded for nursery education.

There are 11 members of staff who work with the children. Of these, all but one have appropriate early years qualifications. One member of staff is currently working towards Qualified Teacher Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in this welcoming setting. They form comfortable relationships with staff and each other as they are supported to develop their confidence and abilities. Staff skilfully play alongside them extending and promoting their learning and development through positive interactions. All required documentation is in place to successfully support their care and welfare. Staff work with parents to get to know the child and effectively meet their individual needs. Systems for monitoring and evaluating the provision are generally well established, and the management team have great enthusiasm and drive to move the setting forward.

What steps need to be taken to improve provision further?

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

- develop the good practice in the baby room and ensure that activities are evaluated across the nursery
- revise the layout of the Tweenie room to ensure children have adequate space to move and play freely
- increase opportunities for parents to share views on what their children can do and provide further opportunities for them to support their children's learning and development.

The effectiveness of leadership and management of the early years provision

Staff have developed their understanding of safeguarding to a high level. All staff have completed basic training in this area and regularly review their knowledge as senior staff and professionals regularly check their understanding. Their practice is underpinned by a comprehensive safeguarding policy with all relevant contact details available for prompt referral to outside agencies if required. Robust recruitment systems ensure that staff complete the necessary checks to ensure they are suitable to work and regular appraisals are completed to ensure their ongoing suitability. The premises are secure and the setting is risk assessed on a daily basis to ensure that it is fit for purpose. All resources are well maintained, and the setting, both inside and out, is generally well laid out to promote children's enjoyment. However, in the Tweenie room, children are sometimes restricted to a small area, for instance, at meal and circle time, and space is not currently being used effectively to give them easy access to all resources and activities.

Basic information is gathered from parents prior to children's commencement at the setting. This ensures individual needs are met as staff are informed as to any special requirements, such as dietary or religious restrictions. Staff develop positive relationships with parents and carers as they offer a warm welcome and take time to discuss their child's day. There are few opportunities for parents to inform staff of what their children can do and contribute to their development records however. Parents report that their children settle well and that the setting has 'significantly improved' since the last inspection. Staff effectively promote equality of opportunity recognising each child as a unique individual and responding promptly to any additional needs. They are clear about the importance of working with parents to ensure children receive any additional support they require. The setting also works successfully in tandem with other professionals to meet individual needs such as speech and language delay. Good systems are in place to support children's transition into school as the setting builds beneficial relationships with the adjacent nursery and primary school, sharing developmental files and discussing individual children's levels of attainment.

The new management team has made impressive improvements since the last inspection. All actions set by Ofsted have been completed. For instance, staff have developed their understanding of safeguarding and equality and diversity is now at the heart of practice. Strong team working ensures that all staff feel valued and supported in their roles. They work well together planning and developing the setting to improve outcomes for all children. Self-evaluation is effective, with strengths and weaknesses successfully identified. Future plans for improvement have been identified and these are regularly monitored to ensure that the setting is developing. The enthusiasm of all staff, from the most senior to junior, is unquestionable. Consequently, the setting is rapidly progressing and children are benefiting from the raising standards.

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

Children have comfortable relationships with staff and their peers as they play well together, showing care and concern for each other and their surroundings. They are also sensitive to different cultures as they take part in celebrations of festivals such as Chinese New Year and do themes on different countries. They read stories about Italy and make their own pizzas as they explore this country. Children are encouraged to adopt a healthy lifestyle through the availability of healthy snacks and meals. They are provided with fresh fruit at snack times and have access to the 'healthy schools' school meals at lunchtime. Their behaviour is good as they are clear about what is expected of them and they understand the importance of behaving safely, showing awareness of how to use equipment properly. Staff give plenty of praise and encouragement throughout the day. Consequently, children have high levels of self-esteem and relish their time in the setting.

Staff now demonstrate a robust understanding of the learning and development requirements of the Early Years Foundation Stage. They successfully promote all children's learning and well-being as they interact with them throughout the day, promoting their learning and extending their play through open questioning. Where additional needs are identified, staff ensure that early intervention is obtained, ensuring all children are effectively supported to reach their potential. Observation and assessments are used to identify children's achievements, interests and preferences. These clearly link into the planning of future activities. Consequently, children are consistently engaged in activities that stimulate and challenge them. This promotes all children's continual development and, as a result, they are making good progress towards the early learning goals. Activities are successfully evaluated in the baby room, which enables staff to identify strengths and weaknesses in their practice. This is not carried out in all rooms at present.

The six areas of learning are all covered through a wide range of interesting and engaging activities. Babies squeal and giggle as they experience the sensation of water play, sitting in the warm water, splashing it with their feet and hands. They watch with interest as staff squeeze water out of cloth toys and the water sprinkles down on their hands. Older children enjoy free play in the home corner, making cups of tea and taking cakes out of the toy oven with oven gloves. They interact comfortably with each other, sharing the resources and taking turns in conversation. Free-flow to the outside area is available and children relish the freedom to go in and out, engaging in a range of active play, balancing, climbing and running around in the fresh air. They enjoy listening to stories as staff read to them outside, encouraging them to discuss what pets they have as they read 'What pet to get'. There is also plenty of opportunity for children to initiate their own play. They choose freely from a range of activities on offer, playing in sand, washing baby dolls in water or sculpting with play-dough. The setting is vibrant and fun as all children enjoy the variety of activities on offer.

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	3
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	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