

Briery Kindergarten

Inspection report for early years provision

Unique reference number	EY393491
Inspection date	21/01/2010
Inspector	Vivienne Dempsey

Setting address	Ashbrooke Road, SUNDERLAND, SR2 7HH
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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

Briery Kindergarten first opened in 1992. The kindergarten was re-registered in 2009 due to a change of ownership within the family-run business. It operates from premises consisting of three playrooms and associated facilities. It is located in a residential area of Ashbrooke, in Sunderland. The kindergarten is open weekdays from 8am to 5pm for 52 weeks of the year.

The kindergarten is registered on the Early Years Register and the compulsory part of the Childcare Register for a maximum of 44 children under eight years at any one time. Currently, there are 15 children on roll in the early years age range.

The kindergarten employs five staff. All staff hold an appropriate early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff provide a warm and welcoming environment. All children are happy and settled at the friendly kindergarten. Staff show a genuine commitment to ensuring that all children are fully included at the kindergarten. This is combined with a wide range of activities covering all areas of learning. This promotes children's development towards the early learning goals. Effective systems are in place to monitor and evaluate the kindergarten in order to identify strengths and areas for development, which helps to drive improvement and improve outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further the outdoor environment to enable the children to explore the natural environment
- adopt the principles and practices set out in the letters and sounds guidance to ensure a broad and rich language experience for all children, as recommended in the Early Years Foundation Stage (EYFS) practice guidance.

The effectiveness of leadership and management of the early years provision

Children's safety is promoted very well within the kindergarten as staff have a good understanding of child protection procedures, and know how to implement them effectively to safeguard the children. A wide range of policies and procedures, which are understood by staff, is in place to further safeguard the children. For example, recording of accidents, medication and consent to obtain emergency medical treatment. All visitors to the kindergarten are required to sign

in and out using the visitors' book; this ensures an accurate record of everyone coming into contact with the children is maintained. Risk assessments are in place, which are regularly reviewed, and daily checks of the premises and equipment ensure children can move around safely and freely.

Good procedures are in place to work with parents. Information about children's individual care needs and starting points is gathered from parents at registration. Staff ensure that parents are kept up to date about their child's progress through regular verbal feedback and the opportunity to look at their child's development file. Noticeboards display key information for parents, such as the registration certificate, details of how to contact Ofsted and activities children will be taking part in. Parents, children and local authority advisers are involved in the self-evaluation process. For example, consultation sessions are held to collate parents' and children's views and ideas for the proposed refurbishment of the kindergarten. These are actively taken on board and used to enhance the provision and improve outcomes for children. Staff attend relevant training to develop their knowledge and skills and are keen to ensure continuous improvement to promote outcomes for all children.

Links with other agencies are good and information regarding children's learning and development is shared with other providers to ensure continuity and coherence. Staff deployment is good, ensuring all children are fully supervised and receive support and encouragement throughout the day. Good use is made of the environment, and resources are easily accessed by the children, giving them choices about what they do. This is conducive to children's learning and promotes their good progress towards the early learning goals. Staff have good systems in place to support children with special educational needs and/or disabilities. The special educational needs coordinator is clear about her role and liaises closely with other professionals and parents to ensure continuity of care and learning.

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

Staff have a good knowledge and understanding of the EYFS learning and development requirements. Observation and assessment systems are in place and staff know children well. Observations of children's interests, learning and development are used to plan an interesting and varied learning environment, helping children make good progress in relation to their starting points. For example, staff use children's interest of space and rockets to help develop their creative skills by making space rockets and helmets. Development files are in place and show children's progress across all areas of learning.

Staff provide good opportunities for children to develop their skills for the future. For example, children use a mouse and keyboard to interact with age-appropriate computer software and confidently complete simple programs on the computer. Children enjoy listening to stories and confidently predict what happens next. They talk about the characters and the different types of materials the three little pigs built their homes with. This helps promote children's communication, language and literacy skills; however, staff have not adopted the principles and practices set out

in the letters and sounds guidance, as recommended in the EYFS practice guidance. This does not fully provide a broad and rich language experience for all children. Children feel safe and secure and show a sense of trust. They have formed friendships with other children and older children take very good care of younger children who have just started attending the kindergarten. Children have access to the fully enclosed outdoor area daily, enjoying the fresh air while helping to develop their physical skills. However, opportunities to explore the natural environment are limited. This does not fully promote outcomes for children.

Children have a good understanding of healthy habits. For example, they confidently talk about why they need to wash their hands, 'to get the dirt off, so we don't get a bad tummy'. Staff provide opportunities for children to learn about road safety, such as visits from the local police. This helps to develop children's understanding of dangers and how to keep themselves safe. Drinking water is freely available and children are able to access this independently, helping to keep children hydrated.

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