

Kate's Kindergarten

Inspection report for early years provision

Unique reference number EY343063
Inspection date 11/01/2010
Inspector Judith Anne Kerr

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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*.

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Description of the setting

Kate's Kindergarten, initially opened at its current premises in 2003 and was subsequently re- registered as a limited company in 2006. The nursery is privately owned and operates from a converted detached building, within its own grounds in the Bickershaw area of Wigan, close to shops, parks, schools and public transport links. Children have access to three playrooms on two floors. All children have access to a large enclosed outdoor play area. The nursery is open each weekday from 7.30am to 6pm for 50 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 49 children may attend the nursery at any one time. There are currently 62 children under four years old on roll who attend on different full and part time places. The nursery currently supports children with special educational needs.

A total of nine staff who all hold appropriate early years qualifications are currently employed to work with the children. The nursery provides funded early education and receives support from the local authority in Wigan.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff have developed a secure understanding of the Early Years Foundation Stage (EYFS). Consequently, children's attainment in relation to their starting points is good. A strong emphasis is placed on valuing each child as an individual. Procedures and practices are for the most part effective and contribute towards the safety and welfare of the children. Purposeful partnerships with parents and others contribute towards ensuring consistency and continuity for children's welfare, learning and development. Clear processes are in place to monitor and evaluate the setting and to target specific areas for improvement, which are continuous and ongoing.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain prior written permission from parents for each and every medicine before any medication is given (Safeguarding and promoting children's welfare). 11/01/2010

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

- further increase opportunities to develop children's self-help skills at meal times
- review the risk assessments to take account of hazards to children from

- damaged radiator covers and the drain
- place more emphasis on identifying children's starting points with particular regard to what children know and can do linked to each of the areas of learning.

The effectiveness of leadership and management of the early years provision

Staff have a thorough knowledge and understanding of safeguarding procedures. They are able to recognise the possible signs of abuse and know how to report any concerns appropriately. Risk assessments are completed for the premises to monitor children's safety. However, these do not take into consideration damage to several radiator covers or an accessible drain in the garden. Robust systems ensure staff are suitably checked and qualified for their role, and a record is maintained of all visitors to the premises. The required documentation is stored to respect confidentiality. All consents relating to the welfare of the children are in place with the exception of specific permission for each and every medicine. This is a breach of requirements.

Self-evaluation procedures help management and staff to identify targeted areas for improvement in order to continually enhance the quality of care, learning and development for all children. Staff agree that further development of the outdoor area to provide a fruit and vegetable patch and improvements to the continuous provision are areas for future improvement. In addition, the nursery wish to provide play space for all children on the ground floor to allow them to create a stimulating environment which will encourage their interest and curiosity both indoors and outdoors. The staff team are committed to ongoing training in order to continually enhance their practice. Staff work well together and know each of the children as individuals. Regular supervision and appraisals highlight areas for future development and additional training needs.

The nursery places a strong emphasis on positive partnerships with parents and as a result, this is a key strength of the setting. Parents receive ongoing, comprehensive information about their child's welfare, learning and development. Questionnaires provide opportunities for parents to put forward their ideas and contribute towards the self-evaluation process. Parents express high levels of satisfaction with the service provided. Feedback from home forms are completed when children are first admitted to the nursery, but these do not identify their abilities across the six areas of learning to inform planning. Parents are kept very well informed of their child's attainments and are provided with opportunities to contribute to six weekly progress records. In addition, they are given information so they can support and consolidate their child's ongoing learning at home. Beneficial links are made with staff from local schools to ensure consistency and continuity for children's care, learning and development.

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

The staff have developed a good working knowledge and understanding of the EYFS and how to promote children's learning and development. As a result, children make good progress towards the early learning goals given their capability. Observational records are detailed, evaluative and clearly plan for the next stages of children's learning with assessments being linked to the elements of the framework to help track children's progress towards the early learning goals. Days are organised to provide children with a balance of rest, learning and play which involve child led activities and adult directed play. Activities are adapted to ensure that all children can participate. Resources are organised in low level storage for easy access enabling all children to make their own choices.

Children develop good communication skills as staff continually engage with them, ask open ended questions and listen intently to what they have to say. Babies and younger children have lots of eye contact with staff, who respond to their gurgles and early attempts to form words. Books are attractively organised for children to help themselves. The children mix well together and offer one another support, which contributes to them learning about themselves and others. Resources and activities which promote children's awareness of the wider world are plentiful. These include dressing up clothes, posters, play figures, jigsaws and books. Older children are in contact with a kindergarten in Japan and regularly exchange news, information and artefacts which are displayed in the nursery. Celebrations throughout the year including Chinese New Year and Diwali, enhance their understanding of diversity. Children are encouraged to widen their tastes by experimenting with foods from different cultures.

The children spend lots of time in the garden where all the activities available indoors are replicated. They balance on tyres, climb, slide and manoeuvre the wheeled toys. Using a variety of materials and textures helps children to develop their creativity and imagination. For example, babies and toddlers enjoy painting with their hands and feet, chasing bubbles and using their senses to explore the jelly, shaving foam and rice krispies. Older children make collages of snowmen, robots and traffic lights using tissue, cotton wool and funky foam. They mould hedgehogs with plasticine and sticks and paint self-portraits.

Staff demonstrate high levels of commitment to implementing effective strategies to promote children's social, physical and economic well being. Children's good health is effectively promoted but self-help skills are not promoted at meal times. Meals provided are healthy, balanced and freshly cooked on the premises each day. Staff are good role models with a consistent, positive approach. As a result, children appropriately manage their own behaviour, for example, willingly sharing the dough with a friend. Children learn about the Green Cross Code and how to evacuate the building in an emergency. Visits from the fire service are not only exciting events but also help children to understand the importance of keeping themselves safe.

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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