

Meynell Kindergarten

Inspection report for early years provision

Unique reference number EY340290
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Inspector Kathryn Margaret Clayton

Setting address Meynell Kindergarten, 16b Morton Road, Laughton,
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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

Meynell Kindergarten was registered in 2006. It is run by a volunteer management committee and operates from a single storey premises in Laughton, Lincolnshire. There is a fully enclosed outdoor play area. The kindergarten is open from 8am to 6pm each weekday throughout the year. The setting is registered to care for a maximum of 48 children under eight at any one time. It is on the Early Years Register and both parts of the Childcare Register. There is a holiday club which runs during the school holidays. There are currently 108 children on roll, of whom 98 are in the early years age range. Children attend who receive funding for nursery education. Twelve staff work with the children, including two students; of these, eight hold appropriate early years qualifications and two are working towards relevant qualifications. There are also two support staff. The kindergarten is a member of the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The kindergarten very effectively recognises and meets the individual needs of the children who make good progress in their development and learning. Staff understand the children in their care and work very closely in partnership with parents and other providers that children attend. Good safeguarding procedures successfully protect the children's welfare. Most aspects of the promotion of equality and diversity are effective, and all of the recommendations raised at the last inspection have been completed. The thorough ongoing evaluation of their practice helps to successfully identify areas for development and continually improve the service provided to both children and parents.

What steps need to be taken to improve provision further?

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

- improve the images within the setting which raise the children's awareness of diversity.

The effectiveness of leadership and management of the early years provision

There are a good range of documents, policies and procedures, including an effective safeguarding policy that supports the smooth running of the setting. Staff understand their responsibility to protect the children's welfare and have all of the current contact details readily available should they have any concerns about a child. Appointment and checking procedures ensure all staff are suitable to work with children. Staff work effectively as a team and are well supported by a voluntary management committee, which includes parents. All staff have an up-to-date knowledge of first aid procedures, and all areas and equipment used by the

children are risk assessed with daily safety checks being completed throughout the premises. All staff are kept up-to-date with health and safety issues which are discussed at every staff meeting. The setting have a good training programme which means that all staff have individual development opportunities. The process for evaluation of the practice is effective and involves the views of parents, the ideas of children, the committee and staff. The setting are constantly updating and considering improvements to their practice and premises; for example, the staff recently undertook a thorough cleaning and assessment of all resources.

The areas children play in are very inviting with attractive displays, showing that the children's work is valued. All spaces are well-organised with babies and young children having quiet areas where they can rest and sleep. The children play with a good range of dressing-up clothes, play people and puzzles that reflect diversity; however, there are few images that raise the children's awareness of a diverse society. The children are encouraged to share books which help them to learn about a wide variety of family groups. Staff use good procedures to learn about individual children's needs. Before enrolment parents complete a 'Getting to know you' book which, amongst other things, help staff to find out about children's routines, and their likes and dislikes. Children and parents are invited for taster sessions and staff are happy for settling-in times with their parents to be as long as they need to be. This helps to develop good relationships and means that children settle more easily. Staff find out about and meet all children's individual needs, including any particular dietary requirements.

Good relationships are established with other providers that children attend. This means that the settings can work together to help the children to progress. With the approval of the parents, children's development books and termly reports are shared. Staff make very good efforts to visit all of the other settings that children attend, even if they are some distance away. Transition arrangements with the local school are very good. For example, kindergarten children go to see school assemblies and play in the reception class, and school children visit the kindergarten to take part in play days. This helps a smooth and happy transition to school. The partnership with parents is strong. Parents are complimentary about the kindergarten and feel they are well-informed about their children's progress. The children's assessment books are readily available in the playrooms and the kindergarten arrange 'Parent days' when staff can explain in more depth how they plan for children's learning. There is a wealth of information within the setting and staff send out baby diaries, newsletters, reports and questionnaires for parents.

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

The children enjoy a wide range of well-balanced indoor and outdoor play opportunities that meet their individual learning needs and help them to progress well in their development and learning. The children's interests are taken as a starting point for planning activities; for example, when children are observed during imaginative play making pretend biscuits, staff plan a baking session so that children have the real-life experience of biscuit making. Staff complete useful observations of the children's play and use these to identify the next steps in their

learning. There is a suitable system to ensure coverage of all aspects within the areas of learning at the child's level over a period of time, which ensures the children's experiences are broad and balanced.

The children are confident learners and are becoming increasingly independent; for example, many children independently go to the toilet, wash their hands and understand the importance of thorough hand washing at appropriate times. They are very active during the day and enjoy an adult-led indoor 'physical fun' group session. Staff prompt them to feel their hearts beating after this session so they become aware of the effects of exercise on their bodies. Outdoors children are very active; they climb and slide confidently, and pedal a wide range of wheeled toys. The setting provide healthy and nutritious homemade meals and snacks, some of which the children help to prepare. The setting is working towards a healthy eating award by inviting visitors such as the dental hygienist into the setting to talk to the children about good hygiene. The children learn about how to care for animals as they see unusual pets which are brought into the setting by a visitor. They learn about the importance of hygiene after handling animals, and health and safety issues related to more unusual animals such as chinchillas, snakes, stick insects and lizards.

Older children are becoming more familiar with letters and letter sounds; many recognise their own names and can write some recognisable letters. Staff consistently encourage children to talk about what they are doing and introduce them to new words, for example, mathematical language as they play. The children talk about size, shapes and enjoy making patterns. They are very sociable, chat happily to each other and form friendship groups. When two friends would like to sit together to eat their lunch staff make sure this can happen. A high priority is given to promoting good behaviour in children. The children say a prayer before eating and are praised for showing good manners. Their photographs and individual drawers for their personal items help the children to gain a sense of belonging.

The children move confidently around the kindergarten environment. They start to learn about aspects of managing their own safety; for example, children going around the outdoor marked road area in a toy car know they have to stop at the crossing to allow the other children to cross safely. The children confidently make choices as they play and incidental real-life opportunities are used by staff to encourage their learning. For example, at snack time young children are encouraged by the staff to count the number of children sitting round the table, and to be aware that each child has a plate and cup. A wide range of technology equipment is available for all ages of children to help develop their skills for the future. Young children learn to follow instructions and they enjoy group activities, such as singing and action songs; they join in with actions and start to sing simple songs such as 'Twinkle Twinkle Little Star'. The celebration of individual birthdays helps to give children a sense of self-esteem. Babies feel confident and secure with the staff, they respond excitedly to games with puppets, show an interest in books and have a wide range of toys that help them explore their senses.

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met