

# The Children of One End Street

Inspection report for early years provision

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**Unique reference number**

EY400757

**Inspection date**

12/05/2010

**Inspector**

Linda Janet Witts

**Setting address**

1 Gloucester Street, Stroud, Gloucestershire, GL5 1QG

**Telephone number**

07970829890

**Email**

marie@oneendstreet.com

**Type of setting**

Childcare on non-domestic premises

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

The Children of One End Street Kindergarten is a privately owned provision which registered in 2009. It operates from a self contained building in the centre of Stroud. There is a small enclosed outdoor play area. The intake of children is from the local rural communities. Access is via a small external staircase or from a level pavement to the front of the building with specific arrangement.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of 12 children between the ages of two and eight years. There are currently 14 children on roll, all of whom are in the early years age group. The kindergarten welcomes children for whom English is an additional language and those with special educational needs and/or disabilities. It is open Monday to Friday from 9.30am to 12.30pm, term time only. Afternoon sessions are offered subject to demand.

The kindergarten use the Steiner Waldorf approach and the owner/manager is a qualified primary school teacher. She employs three staff to work with the children and the kindergarten receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The kindergarten provides a welcoming environment where each child is fully included and their uniqueness valued. Children's welfare is promoted and suitably safeguarded, although training requirements in relation to safeguarding are not fully met. The teacher and assistants effectively promote children's learning and development in accordance with the Steiner Waldorf approach. Good partnerships with parents and other settings children attend are established. Systems in place effectively work to evaluate the provision and identify areas for further development.

## **What steps need to be taken to improve provision further?**

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

- ensure that the designated person for child protection attends a child protection training course and that all practitioners have an up-to-date understanding of safeguarding children issues and are able to implement the safeguarding children policy and procedure appropriately (Safeguarding and promoting children's welfare) 31/07/2010

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

- consider ways to help children to learn to recognise numerals
- take necessary steps to prevent the risk of spreading infection with particular consideration to children's involvement in food preparation

## **The effectiveness of leadership and management of the early years provision**

The kindergarten teacher, as designated person for child protection understands her role in safeguarding the welfare of the children who attend. They have a child protection policy and written reference material that can be used in the event that they have any concerns. However, there is no one with up-to-date child protection training, which is a requirement of the Early Years Foundation Stage framework and contrary to the kindergarten's policy. Criminal records checks are carried out on all adults who work with the children and the identification of visitors is checked. Required records are effectively maintained and policies and procedures for the safe management of the setting are in place and are mostly sufficiently detailed. The main entrance door is not always secure and there is potential for children to leave unsupervised or for unwanted visitors to gain access. However, the adults are vigilant in their supervision and this serves to keep children safe but does not inhibit children's exploration.

The kindergarten philosophy incorporates key themes of rhythm, repetition, reverence and imitation. It allows children to develop their interests, make choices in their play and to develop in an unhurried way. This approach, whilst resulting in impressive outcomes for children in many aspects of their learning, does limit children's development in some other aspects of the areas of learning. For example, use of information and communication technology and elements of problem solving reasoning and numeracy and communication language and literacy. However, overall progress for each child is good. They achieve highly in their personal and creative skills as well as their spoken language and some aspects of knowledge and understanding of the world. The adults observe the children in their care and instinctively support their further development. However, they have not formalised the process and currently have no records to show where each child is at in their learning; the teacher is developing a system to do this.

The kindergarten is a calm environment with a home-like atmosphere, decorated with simple wooden furniture and equipment. The toys are made of natural materials and children can access them easily for themselves. The group's small garden is utilised well as a place for playing and working together.

Parents and children are greeted upon arrival and information about how children have been is shared when parents collect their children. Parents' views are sought as part of the group's self-evaluation and they work together to identify areas for improvement. Parents who gave feedback as part of the inspection praise the kindergarten highly and report that their children thrive here. They are well informed about their children's progress at parents' evenings or home visits, which the teacher carries out. Parents are actively encouraged to be involved in the group. They often meet socially and do craft activities together, such as knitting.

For most children this kindergarten is the only setting they attend. The teacher has established partnership working with the other setting children attend. This ensures that her provision enhances the early years experiences children have elsewhere.

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

Children relish their time at the kindergarten and play a full and active role in the setting. They make choices in their play and gain personal independence. They choose whether to join the teacher or assistants at activities that are modelled for them or to engage in activities using their own ideas. The rhythm of the session is familiar to the children, as are the poems, rhymes and songs that are used to signify the various routine activities. Children join in songs and accompanying actions, some of which encourage counting and calculation. They count during the course of their play and solve problems, such as how many plates they need for the number of children present and how many more are needed for the adults. There are very few numerals within the environment for children to learn to recognise. The children have increasing vocabularies and demonstrate confident communication skills. They listen attentively to stories told by the teacher, often retelling the stories themselves during self-initiated role-play activities. They like to look at the available storybooks, showing interest in the illustrations and asking an adult to read them. Children develop pre-writing skills through painting and drawing. They show increasing control of writing and drawing implements. By the end of the Early Years Foundation Stage children will have the skills to move on to link sounds to letters, read and write but are unlikely to meet the early learning goals set relating to these. This is because the Steiner approach used in early years emphasises the spoken word. Also the use of technology is discouraged. Therefore, goals set within this aspect of learning will not be met and this has an impact on children's acquisition of skills for the future.

The children are creative. They enthusiastically initiate role-play; linking up with others to engage in role-play based on their first-hand experiences and imaginary situations. They take on family roles and those of animals, using their good knowledge and understanding of the world as they initiate this play. They discuss the characteristics of rabbits and the habits of horses and dogs. They use available resources as props, such as wooden bricks for imitation food for the animals and set out the china tea service on a tray for tea. They line up chairs to form a bus or train and then set off for South Africa, London or destinations of their choosing. Outdoors they link up with others to 'cook', creating 'strawberry pie and cake' using soil, water and fallen tulip petals. They discuss what they are doing and take turns to add the 'ingredients' and stir vigorously.

The children are very well behaved and understand the behavioural expectations within the kindergarten. They are respectful of others and show one another care and consideration. Children learn to share and take-turns, resolving minor disagreements successfully for themselves. The children are sociable and play cooperatively. There is a relaxed and happy atmosphere within the kindergarten. Children assist practitioners in tasks such as tidying away resources, preparing the

food for snack-time, setting and clearing the dining table. They also help to wash up and sweep outdoors, copying the activity of the adults. They learn to take responsibility for their own personal hygiene, for example, routinely washing their hands before they eat. However, children are not encouraged to wash their hands before food preparation and this does not fully safeguard children against the risk of cross-infection. Children are able to take risks within the kindergarten premises but also learn to keep themselves safe. For example, they use sewing needles, knives and tools under close direction and supervision of an adult. They are physically agile and experiment in using equipment and moving in different ways. They climb onto wooden sleepers that edge the flowerbed and balance along them carefully; they scoot, propel and balance on the bicycles and scooter manoeuvring around the garden area avoiding obstacles safely. They vigorously rock the rocking horse, making it move in various directions across the room and skilfully rock it from a standing position without falling off. The children enjoy seasonal food for snacks and help to make sandwiches, chop fruit and vegetables. Mealtimes are a relaxed enjoyable social experience with adults and children sitting together and enjoying each other's company.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	3
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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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