

Willow Tree Kindergarten

Inspection report for early years provision

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EY403389

Inspection date

13/07/2010

Inspector

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Setting address

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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

Willow Tree Kindergarten follows the Steiner approach to learning. The setting was registered in 2009 and operates from a hall in St Werburghs, Bristol. Children have access to an enclosed outside play area. The kindergarten is registered with Ofsted on the Early Years Register and the compulsory part of the Childcare Register. They are open Monday to Friday between 8.30am and 12.30pm, term time only. A maximum of 16 children may attend at any one time. Children attend from across the Bristol area. There are currently 11 children aged between two and six years on roll. The setting receives funding for the provision of free early education to children aged three and four years. The setting employs two members of staff who work directly with children. Both staff hold appropriate early years qualifications at a level four and above. The teacher holds a Steiner Waldorf Kindergarten Diploma and a Diploma in Pre-school Practice.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Requirements are not met to safeguard and promote children's health and welfare. Staff have a suitable knowledge of how they promote children's learning and development. However, all children do not make satisfactory progress overall, as there is not a balance of adult and child led activities, effective evaluation of children's progress and staff support to learning through suitable challenges. Children's learning is impeded by ineffective strategies that do not sufficiently support them to manage their own behaviour and develop the social skills that will equip them well enough for the future. Staff form positive relationships with parents, however, these do not effectively safeguard children's welfare and promote continuity in their learning and development. Staff have not reflected upon their practice and provision through self-evaluation since registration. The setting does not demonstrate a commitment to continuous improvement, as a result the outcomes for children are poor.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- keep a daily record of the names of children looked after on the premises, their hours of attendance and the names of the children's key workers (Documentation) 13/09/2010
- keep a record of accidents and first aid treatment. Providers must inform parents of any accidents or 13/09/2010

injuries sustained by the child whilst in the care of the provider and of any first aid treatment that was given (Safeguarding and promoting children's welfare)

- devise and implement an effective behaviour management policy that supports children to manage their own behaviour in a manner appropriate for their stage of development and particular individual needs (Safeguarding and promoting children's welfare)

13/09/2010

To improve the early years provision the registered person should:

- develop a system to effectively evaluate and monitor the quality of the provision so to be bring about improved outcomes for children
- ensure through a balance of adult and child-led activities and an effective evaluation of each child's progress that their next steps in learning are supported through suitable challenges
- develop the flow of information with parents so as to ensure continuity in each child's care, learning and development.

The effectiveness of leadership and management of the early years provision

Appropriate arrangements ensure all adults working with children have undergone suitable vetting procedures. Staff have a satisfactory knowledge and understanding of child protection issues and reporting procedures within the setting. However, children's overall welfare is not safeguarded as staff are insufficiently vigilant in following a number of the statutory requirements of the Early Years Foundation Stage. Some procedures and supporting documentation are appropriate, such as the gaining of parental permission prior to administering medicinal remedies and the recording of this. However, staff do not sufficiently safeguard children's welfare, promote their health, or engage with parents. For example, a child receives an accidental bump to the head when tidying up. A record of this is not kept, parents are not informed. Therefore, they are not made aware of the accident and not able to respond in an appropriate manner should the need arise; thus putting the children's health at risk. The daily register is not accurately completed, this has a significant impact, as on one occasion a child was left unaccounted for and unaccompanied in the premises for a short period of time when the group left to visit a local community farm; consequently putting their safety at risk. Staff's lack of engagement with children has a significant impact upon their behaviour which overall is poor. All children's welfare needs are not met and they do not all achieve as well as they can.

Staff and management have taken insufficient steps to reflect and evaluate their practice and provision against the Early Years Foundation Stage. As a result areas of significant weakness and future actions for improvement have not been identified. Consequently, this does not demonstrate a commitment to maintain continuous improvement, so as to bring about improved outcomes for children. Most training undertaken by staff focuses upon the Steiner Waldorf approach to learning.

Staff build positive relationships with parents who support the group in variety of ways such as, fund raising and working together to increase resources and to improve the premises. Parents have regular opportunities to further their understanding of aspects of their child's care through group and individual meetings. These meetings however, do not sufficiently focus on aspects of the Early Years Foundation Stage and parents are not well informed about their child's progress and next steps in learning across all areas of learning. Staff understand their responsibility to work alongside other early years providers should the situation arise.

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

The balance between adult and child-led activities does not sufficiently support children to make sufficient progress overall with respect to the learning and development requirements. Natural materials such as wood, cotton fabric and wool, offer unformed resources from which children develop their own ideas and use their imaginations through their self-determined play. For example, children join together to create a game of 'man traps'. They use wooden frames, woollen ties to attach objects and secure them with the advice and support of staff. The use of singing by staff marks the changes in the routines and rhythms of the day and props such as, puppets bring children together to listen to what is expected of them and encourage them to take on responsibility, such as tidying up. However, this approach to supporting children's understanding of acceptable behaviour is not sufficiently effective. Staff do not sufficiently guide children to be respectful of others and as a result not all children's individual needs are met. Some children display aggressive and disrespectful behaviour towards each other throughout the session, both individually and as a group. These disputes lead to some children feeling a lack of self-worth and the throwing of objects out of frustration, putting themselves and others at risk. Consequently, children are not developing the social skills that will equip them well enough for the future. Children enjoy outside play using the props available to them. These, however, are limited and although children work cooperatively together to place planks on sawn logs and balance as they walk along them. They become disinterested within a short time as the outside area does not offer a challenging and interesting environment that promotes exploration. Children show interest in cause and effect as they pour and watch sand slide down a plank. Children repeat this, but adult attention and support is insufficient to help them make progress, for instance by observing what is happening, and to develop this activity through their own ideas. Children are not sufficiently challenged, for example in some group activities, they are restless, become disinterested and disruptive.

Children enjoy a range of healthy foods such as savoury rice and rye and honey cake on set days of the week. They take turns in preparing and sharing fruit at snack time. Children make choices from water or hot tea poured by staff. Most children follow appropriate good hygiene routines. Significant events in children's lives are celebrated such as birthdays and a move onto school.

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?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	4
The effectiveness with which the setting promotes equality and diversity	4
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	4

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	4
The extent to which children achieve and enjoy their learning	4
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	4
The extent to which children make a positive contribution	4
The extent to which children develop skills for the future	4

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Annex B: the Childcare Register

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- keep a daily record of the names of the children looked after on the premises and their hours of attendance (Records to be kept) 13/09/2010
- keep a record of accidents which involve the children being cared for occurring on the premises where childcare is provided (Records to be kept) 13/09/2010