

# Lavender Hall Kindergarten

Inspection report for early years provision

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<b>Unique reference number</b>	251765
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<b>Inspector</b>	Patricia Mary Champion

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<b>Type of setting</b>	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

Lavender Hall Kindergarten is one of two privately owned settings run by the same owner and opened in 1998. The kindergarten operates from three playrooms with associated facilities in a converted barn in East Bergolt, Suffolk. All children share access to a secure, enclosed, outdoor play area. A maximum of 57 children may attend the kindergarten at any one time. The kindergarten opens five days a week for 52 weeks of the year. Operating times are from 7.30am until 6pm.

There are currently 76 children aged from nine months to five years on roll. Children aged three and four years receive funding for early education. Children attend for a variety of sessions or full day. The kindergarten serves the local community and surrounding areas. The setting supports a small number of children who have special educational needs and/or disabilities or who have English as an additional language. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The kindergarten employs 11 staff to work directly with the children, all of whom hold appropriate early years or teaching qualifications. There are two staff that hold Qualified Teacher Status. The kindergarten also employs a housekeeper, two administrators and bank staff to cover for staff absences. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children play and thrive in an extremely safe, well-organised and highly child-friendly setting where they face challenge and can access a superb range of enjoyable learning experiences. The kindergarten has an exceptional understanding of all children as individuals, which results in their welfare and learning needs being promoted consistently. Effective information is gathered from parents right from the start. Children make excellent progress towards the early learning goals, given their starting points and capabilities. The management and staff team work exceedingly well together to continuously review and improve the kindergarten's provision.

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

To further improve the high quality early years provision the registered person should consider:

- involving parents more regularly in the self-evaluation process and encouraging further their contributions to decision making about their children's learning.

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

Strong and effective management ensure high standards are maintained in the kindergarten. Comprehensive and meticulous records and documents are organised to meet requirements and help promote children's welfare and safety. Excellent attention is given to ensuring that children are safe and free from harm at all times. Extensive recruitment and vetting procedures and successful induction ensure that all staff are suitable to work with the children. Children are safeguarded because every member of staff has a handbook containing policy and procedure documents including information about child protection. This ensures that concerns are dealt with appropriately and they have confidence in their ability to record and refer information if necessary. Children are well protected because staff undertake thorough risk assessment in relation to both the premises and any outings. Exceedingly high standards of cleanliness are maintained. Staff are extremely vigilant about the security of the children. Arrival and collection procedures are efficiently implemented. All visitors to the premises are rigorously monitored.

Children are at the heart of all that matters in the kindergarten and every staff member strives to provide very high quality care and learning. Systems of appraisal are firmly embedded in the setting. The staff are strongly encouraged to attend training courses to meet the needs of the kindergarten and for their own professional development. The kindergarten modestly analyses its performance and the managers and staff ensure that self-evaluation accurately documents highlights and a few minor issues for improvement. All the recommendations from the last inspection have been very successfully addressed.

Consistent staffing ensures that staff have an exceptional knowledge of each individual child's developmental progress. This allows them to plan and deliver activities in tune with each child's needs. There are excellent arrangements to provide support for children with special educational needs and/or disabilities or those who speak English as an additional language. Children experience very effective and supportive procedures to settle them in successfully and the information collected contributes to personalised individual learning plans. Visual prompts and resources are provided to develop language skills. Consequently, all children participate fully and thrive in the setting. The staff are developing good links with schools to ensure that there are smooth transitions into full-time education. They accompany the children on school visits so that confidence is gained in new surroundings with familiar adults.

Children benefit from the good relationships between the staff and their parents. A wealth of information is shared about the activities children enjoy and important notices are clearly displayed in relation to health and safety arrangements. Parents frequently meet with key persons to discuss their children's progress and see their records. The management and staff recognise the value and importance of fully including the parents in all aspects of kindergarten life as it is integral to the well-being of the children in their care. They have identified the need to involve parents more in the self-evaluation process and are devising a new questionnaire. An open

day has been organised and the kindergarten is looking at ways of encouraging parents to contribute further to the decision making about their children's learning.

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

Children play a dynamic part in the life of the kindergarten. They are enterprising because their curiosity is skilfully nurtured and they are free to make choices in their play and learning, both indoors and outside. Independence skills are promoted extremely well and children are polite and behave responsibly. Interaction between the staff and children is excellent. Staff speak clearly and respectfully to the children and ask them carefully framed questions to check their understanding. They support the children's language development and their early literacy skills very well and this is evident in the delightful examples of children's mark making and early writing displayed in every area. The younger children's and babies' welfare is extremely well promoted. They are cared for tenderly and with great affection and children share a special bonding with their key person. As a result, babies feel secure, settle quickly and become extremely confident.

Staff are exceptionally well informed about the requirements of the Early Years Foundation Stage. They plan with great care to ensure that children experience enjoyable and worthwhile experiences. Their teaching skills and thoroughness ensure that children make rapid progress in their learning. Staff frequently observe the children and note their responses and provide learning opportunities that meet the needs of every child. Careful analysis of children's progress and achievements ensure that there are no gaps in learning.

Children enjoy an extremely broad range of activities everyday. There is a strong focus on experiences that promote investigation, exploration and experimentation and children demonstrate confidence using technology. Consequently, they effectively develop the skills they need for future learning. Children relish the opportunity to demonstrate flair and artistic skills when they use a wide range of art and craft resources and they can see that their efforts are valued when pictures are imaginatively displayed. They acquire new knowledge and skills as they grow vegetables on the allotment and they play imaginatively with role play equipment and dressing-up clothes. Interesting outings and visitors also enhance children's knowledge of the world. Very good opportunities are provided for children to take part in community events, for example, they visit the flower festival at the local church.

Children thrive because scrupulous attention is given to health and hygiene routines. Nappy changing is hygienically and sensitively undertaken in an area well away from the space used for play, sleep or eating. The kindergarten has achieved a five star rating for food safety. Extremely nourishing meals and snacks are provided so that children gain an understanding of the importance of healthy eating. Children display an excellent understanding of how to keep themselves safe. They can explain why it is important to be careful using scissors or why water needs to be mopped up quickly from the floor. Regular fire drills are practised so that children know what to do if they need to evacuate the premises in an

emergency. Children develop a strong sense of responsibility as they learn to take care of each other, for example, when they check whether their friends are wearing sufficient sun lotion in very hot weather. A wide range of resources depicting positive figures are in constant use so that children view images of diversity in the toys or artefacts they handle everyday. These influences teach the children to respect and value other people and other ways of life.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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

The quality of the provision in the Early Years Foundation Stage	1
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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