



Windsor Kindergarten

Inspection report for early years provision

Unique Reference Number 509704

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Inspector Martha Naa Ahimah Darkwah

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Registered person Sangeeta Gardiner

Type of inspection Integrated

Type of care Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Windsor Kindergarten is privately owned. It opened in 1988 and operates from one main hall in Saint Mary's Church hall in the London Borough of Richmond.

A maximum of 24 children may attend the nursery at any one time. The nursery is open each weekday from 09:30 to 12:30 for 190 days during term time. All children share access to a secure outdoor play area.

There are currently 40 children aged from 2 to 5 years on roll. Of these, 9 receive funding for nursery education. Children come from the local community. The setting welcomes children with special needs.

The nursery employs 5 staff. Of these 3 of the staff including the manager hold appropriate early years qualifications. The other 2 staff are working towards a qualification. The nursery is affiliated to the Pre-School Learning Alliance. The nursery receives support from the Richmond Local Authority and is a member of the Early Years Development Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health and welfare is being promoted well and they are learning very good hygiene practices. They are cared for in a warm and clean environment where they learn of the importance of good hygiene and personal care. They have a clear understanding of why they must wash their hands after using the toilet and before handling food to reduce the risk of cross-infection and illness. Children's well-being is protected as staff have a very secure knowledge of the setting's health and hygiene procedures. Thorough records are kept for medication and accidents. There are 3 members of staff who are able to administer appropriate first aid treatment and all staff have obtained additional training on the use of epi-pen.

Children enjoy fresh air and exercise whatever the weather and they are developing good physical skills. They have free choice of in or outdoor play opportunities each day. They actively participate in action rhymes and songs to music, dance and outdoor play. They use apparatus such as balls, climbing frames and wheeled toys with increasing control and enjoy activities on outings to local places of interest. Overall, children are very happy, secure and confident. They are having wonderful fun and thoroughly enjoy their day.

Children enjoy healthy and well planned snack times served in café style with 5 children at a sitting. Their self-help skills are very well promoted. Fresh drinking water is available at any time. The setting operates a no nuts policy. Raisins and various fruits are served attractively and staff engage children in meaningful conversations to extend their knowledge and understanding. For example, they talk to children about the shapes of cut fruits; where raisins come from and how it changes from fresh grapes to sun-dried raisins. Their individual dietary needs are clearly known and followed by the staff team because a very good system is in place to give staff easy access and good reminders of children with allergies. For example laminated reminders with children's pictures and their allergy details are kept in an appropriate location and stored confidentially after each day.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from a very welcoming environment. Staff greet them and their parents very warmly as they arrive. This ensures children feel secure at the setting. Children's art work, photographs, attractive displays and colourful posters greatly enhance the welcoming atmosphere. The effective organisation of space means that children can move around safely, freely and comfortably. Toys and resources are set up to encourage children to play and develop independence skills as they make choices.

Overall, children are very safe and secure on the premises as positive steps have been taken to minimise possible hazards. For example, toys and resources are checked daily to ensure they remain safe for the children. Relevant policies and procedures and risk assessments are put into practice by the staff. The children play an active role in their own safety. For example, they pick up toys off the floor. Children learn about road safety and stranger danger as staff reinforce these messages on regular outings and by inviting members of the community to discuss and organise road safety activities in the setting.

Children's welfare is safeguarded and they are protected from possible abuse or neglect. Staff have a sound knowledge and understanding of their role and responsibility in child protection issues. They show good understanding and an awareness of the signs and procedures to follow if there are concerns about a child.

Helping children achieve well and enjoy what they do

The provision is good.

Children have an absolutely fun time as they choose to play in and outdoors. A very interesting range of activities is freely available to them and they are clearly making very good progress in all areas of their development. The atmosphere is very relaxed, children are busy interacting with each other and staff are involved in their play to extend their vocabulary. At other times children spend time concentrating on individually chosen activities. They are confident and absolutely full of self-esteem.

Children enjoy themed activities and the staff understand how they learn and develop. Children receive suitable challenges and support from staff to help them make progress. All children are enjoying their time at the nursery. Birth to Three Matters framework is not yet fully implemented. All children learn at their own pace and the staff have high expectations. As a result, children are able to make good progress in all areas of their development.

The 2 to 3 year olds are developing confidence and self-esteem. They are actively participating in activities which are appropriate for their age and stage of development. They are finding out about their environment when visiting local places of interest. For example, the local shoe shop to have their feet measured and talk about what shoes are made of. They enjoy regular visits to various local places of interest. For example, the water transport to look at boat builders, Kew gardens to see various plants, Aquatic Experience and York House to learn about the local community. Children are developing their imagination as they play in the home corner and dolls house.

Children enjoy playing instruments and listening to different types of music. They have lots of fun, giggle and laugh as they play musical instruments and enjoy a number of counting activity songs with animated delivery to music from a visiting music tutor. They spend time enjoying quieter activities such as dark coloured play with glitter, sand, water with glitter and using sieves to 'fish' glitter from water and sticking with a very wide range of materials.

Staff ask lots of open-ended questions to extend their thinking and language and children have good opportunities to join in discussions. For example, they talk about what they did at the weekend. Children enjoy each others company and they begin to play cooperatively together. They are practising their early writing skills as they paint, write and draw. Children are developing their hand-eye coordination as they build with duplo, cut with scissors and handle books appropriately, turning the pages. They enjoy mathematical activities such as fitting puzzles together and observing colours, shapes size and numbers.

Nursery Education

The quality of teaching and learning is good. Staff show pride in their thorough knowledge and understanding of the early learning goals and they plan an interesting well-balanced curriculum. Teaching methods are sound as staff demonstrate new tasks, skilfully extend children's vocabulary and offer lots of praise and encouragement.

Funded children are making good progress as staff plan effectively for the 6 areas of learning to deliver a well-balanced curriculum. The key worker system enables staff to monitor the children's progress to help them to move on to the next steps of learning. However, because of insufficient focus on individual tracking of children's progress through the stepping stones, the system of monitoring this is not fully effective.

Staff make generally good use of time, grouping of children, space and resources. Activities are well-presented and they capture the children's interest. They are age appropriate and provide sufficient challenges for more able children. Children make good progress in their learning while having lots of fun. Staff are very enthusiastic and well motivated.

Children are highly motivated to learn and they are actively involved in the exciting activities. For example, when making shapes using black play dough and glitter to create the effect of stars on a dark night and listening to music they associate with fireworks. They are developing their independence as they help to tidy up and choose activities in which to participate. Children are kind and considerate towards each other and they play well together as they share and take turns. Children are developing positive self-images as they explore themes and develop a very good understanding of the community and world they live in. They are learning about the world they live in as they celebrate festivals such as Diwali and Christmas.

Children are developing a wide vocabulary and enjoy practising their early writing skills. Children listen attentively to a range of stories and they like to read to each other and to their dolls in the home corner. Staff tell exciting stories which involve and

capture the children's attention. They enjoy using the 'book lending service' in the nursery every week. Children choose books to take home to read.

Children count confidently and many can count beyond ten in familiar context. They are able to point out numbers in the environment. Children are exploring simple addition and subtraction. For example, at focus group time they accurately count the numbers of cups according to the number of children seated café style. They are able to describe size and position during their play. Children are learning about shape and size as they confidently fit puzzles of varying challenges and use interesting equipment in the water and sand play. They recognise and name shapes such as circle, triangle, diamond, square and rectangle at story time as they share their experiences of watching fireworks at the weekend.

Children are motivated to learn about the world they live in. They enjoy visiting local places of interest such as, the fishmongers, watching boat builders and plants at Kew gardens. This extends their understanding of the world and people who help us. Children are exploring how and why things work as they play with programmable toys, telephones, torches, calculators and mobile phones. Children build and construct competently using a wide range of resources both on large and small scale.

Children are developing good physical skills and control of their bodies as there are regular opportunities for exercise and using various apparatus. For example, balls, hoops, bikes and moving imaginatively to music. They climb, slide, crawl and swing on the equipment at the local parks. Children use a range of tools appropriately and safely, for example, scissors and rolling pins. They are using a wide range of one handed tools such as, spatulas, pencils and brushes which help them to develop good hand eye co-ordination and early writing skills.

Children explore colour, texture and shape as they stick, paint and draw. They have lots of fun as they participate in a range of musical activities and they know a wide repertoire of songs which they sing with enthusiasm. They are very excited and highly involved in action songs. Different role-play experiences capture the children's interest, for example, the home corner and the dolls house. All children are making good progress in their development.

Helping children make a positive contribution

The provision is good.

Children obviously feel valued and respected and their individuality is promoted. Staff know the children well and they encourage their individual interests. Children are learning about the world they live in as they play with toys which promote positive images of culture, ethnicity, gender and disability. Different festivals are celebrated and children enjoy visits to the local shops. They are polite and courteous to each other and adults. Children are extremely confident and they develop a strong identity. Children's spiritual, moral, social and cultural development is fostered well.

Children are fully integrated within the setting. The Special Educational Needs Coordinator has obtained appropriate training to support children efficiently. Children's individual needs are met and they spend time with staff to develop their

skills on a one-to-one basis. Staff have developed good relationships with other relevant professionals. Children are happy and content and are clearly able to make appropriate progress.

The partnership with parents is good. Children benefit from the strong relationships between staff and parents as their individual needs are met as information is shared on a regular basis. Parents receive informative reports about their child's progress and they are invited to share their comments. Staff place a strong emphasis on involving parents within the setting. Weekly newsletters provide information about the children's routine and activities. The staff provide good support to parents to enhance their children's learning in their home environment.

Organisation

The organisation is good.

The leadership and management of the setting is good. The setting is well-organised and very good communication systems are in place. For example, staff meetings, planning meetings and staff appraisals. Children benefit as the staff regularly update their knowledge in childcare. They have attended foundation stage training. This helps all children to achieve well. The staff team is consistent and they work very effectively together to deliver an interesting and exciting curriculum for the children. They have very high expectations for children's learning. Children develop self-esteem as they progress at their own pace with lots of positive encouragement from staff.

Children are developing their independence as staff make good use of the space provided and the resources are well-organised.

All of the required policies and procedures work in practice to safeguard the children's welfare, care and learning. The documents are very well organised. The direction and leadership, deployment of staff is effective and vision for the future is clear. They are very good systems in place to monitor the strengths and weaknesses of the nursery and quality of teaching. Children's individual records are well maintained and shared with parents. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection, the provider agreed to ensure safety issues relating to stairs, radiators and cleaning materials. Children's safety is fully assured; they have no access to the store room as there are push locks on the store cupboard door at adult height. This recommendation is fully met

The provider also agreed to review the child protection policy ensuring the procedure for dealing with allegations made against staff is included. Children's welfare is safeguarded and they are protected from possible abuse or neglect. Staff have a sound knowledge and understanding of their role and responsibility in child protection issues. They show good understanding and an awareness of the procedures to

follow if there are any allegations about a member of staff. Documentation available shows that the Child Protection procedure complies with the Area Child Protection Committee procedures. A copy of Richmond's area Child Protection Committee procedures is available and includes relevant contact details. This recommendation is fully met.

The provider also agreed to ensure that there are effective procedures in place for checking that staff are medically fit for the post. The recruitment procedures now include completion of a medical questionnaire. This recommendation is fully met.

For nursery education the provider agreed to: encourage the use of musical instruments; ensure that a wider range of puzzles is easily accessible to children; and ensure resources supporting children's development in technology is improved by making sure that they are all in working order. Children enjoy playing instruments and listening to different types of music. They have lots of fun, giggle and laugh as they play musical instruments and enjoy a number of counting activity songs with animated delivery to music from a visiting music tutor. They have easy access to: musical instruments; a range of puzzles; and a number of everyday technology items such as torches, calculator, cameras and mobile phones. The recommendations are fully met.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- increase knowledge and understanding of the needs of children under 3, for example by using the Birth to 3 Matters framework

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure that there is sufficient focus on tracking of individual children's progress through the stepping stones to identify the next steps of their learning

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