



The Kindergarten

Inspection report for early years provision

Unique Reference Number	EY279823
Inspection date	13 December 2005
Inspector	Deborah Wilkinson / Chris Banks
Setting Address	Christ Church, Heriot Road, Hendon, London, NW4 2EG
Telephone number	TBA
E-mail	
Registered person	The Kindergarten Nursery Schools Ltd
Type of inspection	Integrated
Type of care	Full day 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 inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are inadequate - notice of action to improve.

WHAT SORT OF SETTING IS IT?

The Kindergarten Nursery School which has been registered since June 2004 operates from a church hall located on the corner of a main street in Hendon. It is close to amenities including shops and a park and there is easy access to several bus routes.

The group which caters for young children from the local community is registered to provide full day care for 16 children aged between 2 and 5 years, not all children attend on a full time basis.

The nursery is open Monday to Friday between 08:00 to 18:00 for 48 weeks of the year.

Currently 17 children receive funding for nursery education. The group supports a number of children who have English as an additional language. No children with special needs attend.

The manager and two members of staff have appropriate qualifications and the other two staff are working towards NVQ's.

The group receives support from an early years teacher.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is inadequate.

There are insufficient opportunities for all children to enjoy physical play or to be in the fresh air. As a consequence, their physical development is not well provided for. The small outdoor play space is not used creatively and not enough outings are planned to compensate for the lack of outdoor play. During indoor activities, children are allowed insufficient time to enjoy more lively play such as running, jumping and climbing.

Children are cared for in clean and welcoming surroundings. They are protected from the risk of infection because staff have procedures in place and carry out appropriate hygiene practice. Children are encouraged to learn about the importance of hand washing and other aspects of personal care from an early age and are familiar with daily routines. Children's welfare is protected by staff who act in their best interests should they become ill and there are written health policies that all staff adhere to.

Children enjoy reasonably healthy and nutritious snacks and are given drinks on a regular basis throughout the day.

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Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a secure setting and are well supervised. They use the space with confidence and are able to play in safety and comfort because staff take practical precautions to protect them. Children enjoy using a range of equipment that is safe and well maintained. They benefit from the overall safety awareness of staff who minimise the risk of accidents. All staff are required to read and understand

safety procedures.

Practical precautions are also taken when accompanying children on trips, but there is no written consent for staff to take children out. Road safety is well managed and children learn about potential hazards.

The overall welfare of children is positively safeguarded. Key staff have an understanding of Child Protection issues with up to date written procedures to follow if there are any concerns about a child.

Helping children achieve well and enjoy what they do

The provision is inadequate.

Children have positive relationships with staff, but do not benefit from a well planned programme of worthwhile activities to ensure ongoing progress in their learning and all round development.

The children are happy in the group moving around freely and choosing from activities set out by staff, the play dough and wooden train table being particularly popular. The children at the sand tray enjoy making a drink for a member of staff but the role play area is not used. The children do not use the book area except for group story time when there are few opportunities to discuss what they have heard or relate the stories to their own experiences. The younger children participate in key group activities but some are disinterested becoming bored and restless. Staff report that the Birth to three matters framework is consulted to plan activities for the children aged 2 - 3 years but are unable to give practical examples of how this is used.

Nursery Education.

The overall quality of teaching and learning is inadequate.

Although staff plan various activities for the children, many of these are adult led or directed. Opportunities for children to experiment & explore their materials are often hampered by the need to produce a finished object such as a calendar. Staff do not always tell children the purpose of activities or show them an example of what they are expected to achieve. As a result children are unclear as to what they are meant to be doing and can lose interest very quickly. In some activities staff do not use additional resources, for example when using a book to teach children about shape and colour children do not have practical support to help them understand these concepts.

The guidance to the Foundation Stage is used to plan activities that are linked to the six areas of learning. However because staff do not use observations or any systematic assessments of the children to inform this planning, structured key group activities do not meet the individual needs of the children. There are no records to show how staff help children progress through the stepping stones.

While the children are secure in their relationships with the staff and respond well to them, activities are not evaluated so staff cannot identify what the children have

learned or what their capabilities are. Adults miss many opportunities to extend children's learning, for example during snack. Children talk about the colour of their cups being the same or the different sizes of their apple but these conversations are not heard by staff who do not sit with the children at this time and therefore do not develop their vocabulary. Children have limited opportunities to build their self help skills and independence. They are not encouraged, for example, to pour their own drinks at snack time or label their own work.

Helping children make a positive contribution

The provision is satisfactory.

Children benefit from being cared for by a staff team from different backgrounds as they experience other cultures and attitudes which help promote an awareness of the community they live in. However the diverse nature of the group of children attending is not visually apparent within the resources and insufficient details are recorded about children's background and their linguistic needs.

The manager has a positive attitude to providing care for children with special needs although none currently attend the group. Consideration will be given to ensuring children are integrated and feel included with activities adapted to meet their needs. Plans to support children appropriately include staff working closely with parents.

Children are well behaved and respond enthusiastically when asked to help clear up by staff. Adults use of positive language and sensitive interaction, which helps children to learn to manage their own behaviour. Effective strategies such as offering explanations as to why certain behaviour is unacceptable and praising and recognising children's efforts encourage them to develop their self esteem and form positive attitudes.

Partnership with parents and carers is satisfactory. Children's sense of security and belonging is being fostered through the partnership between staff and parents and as a result, children are forming close and trusting relationships with the staff. Children benefit from the regular exchange of verbal information between staff and their parents about issues relating to their behaviour, health and well being. However, opportunities for parents to participate fully in their child's learning are limited because the systems to plan for children's individual needs are not yet securely in place. Information for parents regarding the Foundation Stage curriculum is limited and while staff discuss children's progress with them there is little emphasis on ensuring parents are aware of how children progress within the six areas of learning.

Parents are given a short prospectus and shown the group's policies and procedures when they look round the nursery. Photographic displays show children engaged in activities and there are twice yearly news letters.

Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is inadequate.

The provision does not meet the needs of the range of children for whom it provides. Although the registered provider remains suitably qualified to provide day care for children, there are significant weaknesses in areas of the management of the group.

The manager has failed to comply with the condition of registration relating to the number of children that may be cared for. This impacts on the care provided to the whole group as it affects the already limited space available for large physical activities. It also invalidates the group's insurance cover. The daily attendance record is inaccurate as it does not identify whether children attend the morning or the afternoon sessions.

Leadership and management of the setting are inadequate. The systems to monitor and evaluate staff practice are not effective. While staff work together to deliver the daily programme, lack of guidance means that some activities do not meet the children's individual needs. The opportunities for children to enjoy fresh air and large physical play are limited. They are not planned for carefully or identified as areas that need to be developed. Systems to chart children's progress are inconsistent and clear assessments detailing how their needs are met and their progress monitored are not securely in place.

Written policies and procedures are in place and these are read by staff who use them for reference.

Mechanisms for induction training, regular staff and individual support meetings are in place,

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since registration.

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

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The quality and standards of the nursery education are inadequate - notice of action to improve.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care, the registered person **must** take the following actions:

- promote the good health of all children by taking positive steps to ensure they have daily chances for vigorous play and to enjoy fresh air to help them learn the importance of these in maintaining a healthy lifestyle.
- improve the staff's knowledge and understanding of the needs of children under 3, in line with the Birth to three framework to enable them to plan and provide a suitable range of activities for the younger children.
- monitor and review staff practice in relation to the planning and presentation of activities to ensure they are appropriate for all children.
- ensure that information recorded at registration is comprehensive and includes all the details necessary to enable staff to meet children's specific needs.

These actions are set out in a **notice of action to improve** and must be completed by the date specified in the notice.

The quality and standards of the nursery education

To improve the quality and standards of nursery education, the registered person **must** take the following actions:

- improve staff's knowledge and understanding of the curriculum guidance for the Foundation Stage.
- use observations and assessments to identify children's individual learning needs and to help them progress through the Stepping stones
- develop a rigorous system to monitor and review the groups' strengths and weaknesses and that of the educational programme

These actions are set out in a **notice of action to improve** and must be completed by the date specified in the notice.

The Department for Education and Skills and the local authority have been informed.

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