



**Office for Standards  
in Education**

## **COMBINED INSPECTION REPORT**

**URN 203670**

**DfES Number: 512975**

### **INSPECTION DETAILS**

Inspection Date      22/03/2004  
Inspector Name      Lynn Clements

### **SETTING DETAILS**

Day Care Type      Full Day Care  
Setting Name      Holders Farm Kindergarten  
Setting Address      43 Osea Way  
                            Springfield  
                            Chelmsford  
                            Essex  
                            CM1 6JS

### **REGISTERED PROVIDER DETAILS**

Name                      Mrs Pauline Colyer

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Holders Farm Kindergarten opened in 1971. It operates from two rooms on the ground floor of a converted house and children have access to a fully enclosed outside play area. The group serves both the local and wider community.

The kindergarten is registered to provide places for 26 children aged between two and five years. This currently includes 17 funded three year olds and 12 funded four year olds. The group has strategies in place to support children who have special needs and works closely with their area Special Educational Needs Coordinator (SENCO). Staff are developing procedures to support children with English as an additional language.

The kindergarten opens five days a week during school term times. Sessions times operate during the opening hours of 09.30hrs - 15.30 hrs. Children attend for a variety of sessions.

The setting employs ten part time staff with the provider working full time. Nine hold relevant Early Years qualifications. The provision works closely with the Early Years Development and Childcare Partnership. (EYDCP)

### How good is the Day Care?

Holdersfarm Kindergarten provides good quality care for children.

There are good staffing levels and effective use of key workers provides children with a secure and reassuring environment. Relevant training has been accessed above those required by the National Standards. The provision is warm and welcoming and resources are child accessible. Attention to visual aspects such as displays ensures a bright, friendly environment for children and their families. There is a broad range of interesting resources, child height furniture and equipment. Record's, policies and procedures are in place however the child protection policy requires a minor update. All documentation is securely stored and confidentiality is maintained.

Management and staff have a consistent approach to safety. Daily risk assessments are carried out to keep children safe. Staff promote children's awareness of hygiene and safety through daily routines, which include, washing their hands. Children's dietary requirements are recognised and staff have introduced a healthy options snack menu. Visual displays around the setting provide children with positive images of cultural diversity and gender issues. Staff actively support children with special educational needs and those with English as an additional language.

Children and adults relate well to each other. Children are confident to approach adults and initiate conversations. They belong to key worker groups which enable staff to plan effectively and meet individual needs.

Partnership with parents is good. Parents and key workers share information on a regular basis. The setting provides news letters and has an open door policy regarding discussions. Good use of the local community enables children to become aware of the world around them and staying safe.

#### **What has improved since the last inspection?**

At the last inspection no actions were raised

#### **What is being done well?**

- An effective key worker system which enables staff to plan appropriately for children to build upon what they already know, helping them to become confident learners
- Play opportunities and activities provided for children extends their imagination and investigative skills
- Partnership with parents enabling children to move confidently between home and the setting
- Special educational needs procedures which support children effectively helping them to make progress in all areas of learning and development

#### **An aspect of outstanding practice:**

The Special Educational Needs coordinator along with staff, help to keep parents fully informed of their child's developmental progress and what aspects need to be addressed when working with other professionals. User friendly information and a good knowledge and understanding of how to support children with special educational needs and their families through the system ensures that the child's individual needs are met. (Standard 10)

#### **What needs to be improved?**

- update the Child Protection policy to include contact numbers as required under the National Care Standards 13.2

**Outcome of the inspection**

Good

**CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

**WHAT NEEDS TO BE DONE NEXT?****The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
14	update the Child Protection policy to include information regarding contact numbers as required under standard 13.2 of the National Care Standards

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

The provision for nursery education at Holdersfarm Kindergarten is very good. It enables children to make very good progress towards all six early learning goals.

Teaching is very good. Staff have a clear and focussed knowledge and understanding of the foundation stage. They plan motivating and challenging activities and experiences to help children learn. Planning and assessment procedures are extremely thorough and identify children's next steps. There is a broad range of interesting resources and equipment which staff use well to support children's progress through the stepping stones. Children's behaviour is excellent and they respond well to the high expectations and sensitive approach of all staff. Activities are well managed and story time is a particular strength, sustaining children's interest, imagination and participation.

Good strategies are in place to identify and support children with special educational needs enabling them to make good progress. There are also support systems in place for children with English as an additional language and staff will be working to formalise these strategies over the coming year.

Leadership and management is very good. Senior staff have worked hard to develop a strong staff team and are committed to providing opportunities for staffs professional development. Regular meetings enable staff to share ideas and information thereby drawing on individual skills which directly benefits children attending the nursery.

Partnership with parents is very good. Parents have opportunities to share the special knowledge they have about their children's progress at home which provides key workers with a wider developmental picture. Parents are able to approach staff to discuss their child and they also have access to written records. Regular newsletters keep them fully informed and they are encouraged to participate in the nursery.

### What is being done well?

- Children with special educational needs have additional equipment and staff support to help them participate fully in every day activities
- Staff have a very good knowledge and understanding of the foundation stage and how young children learn through quality play situations and practical experiences, they provide a multi sensory environment for children to explore textures such as paints, corn flour, wool, sequins, and water.
- Children are confident and curious. They initiate conversations and are motivated to explore a broad range of resources and activities. Children concentrate for long periods of time, talking with each other, developing ideas

and imaginative games such as creating ant hills, and caring for sick babies in their role play hospital.

- Commitment to professional development is high, all staff undertake regular training and in-house discussions enable staff to consolidate their understanding and continue to provide a high quality child centred learning environment for all children

#### **What needs to be improved?**

- formalise the current strategies for supporting children with English as an additional language enabling them to communicate and learn English in context through practical, meaningful experiences and interaction with others

#### **What has improved since the last inspection?**

At the last inspection the following key issues were raised.

Encourage children to use increasing skill when using the balancing and climbing equipment and provide more opportunities for them to use small apparatus to develop their throwing and catching skills.

Develop the use of technology through regular use of the computer and programmable toys.

Complete the introductory booklet so that parents have written information about the educational programme that the nursery provides.

All key issues have been addressed effectively.

Children have climbing frames and larger apparatus in the outside play area, they enjoy regular obstacle courses which combine balancing, climbing over under and through skills with catching and throwing through hoops and into bucket goals. Children make regular trips to the local park where they can further develop their physical skills and coordination

Programmable toys are readily available and the nursery also provides a portable computer, information technology equipment such as telephones are use by children during role play.

The prospectus is now complete and has recently been up dated. It contains plenty of user friendly information for parents about the provision and also clearly identifies learning objectives for all six areas of learning based on the foundation stage curriculum.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in personal, social and emotional development. Children's confidence and self esteem are high and supported by staff who know them well. They are encouraged to be independent. They can select resources for themselves and learn to take care of their personal needs such as going to the toilet, washing their hands and helping themselves to snack. Children's behaviour is very good, they learn to take turns, share and respect each other.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children make very good progress in communication, language and literacy. Children are keen to communicate with staff and their peers. They learn about letters phonetically, sounding them out and discovering which letters make up their names. Children are encouraged to write their names on their work and can form recognisable letters. They join in rhymes and stories, sing songs and make up stories during role play such as who can pull the train out when it's stuck in the mud.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in mathematical development. Staff make good use of everyday opportunities to promote children's calculating skills and understanding of number such as how many cups and plates are needed at snack time then adding them together to find the totals. They discover capacity and quantities when making cakes and biscuits or playing with corn flour and water. Children look at shapes in the environment and compare how many sides different shapes have.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are making very good progress in knowledge and understanding of the world. They learn about the changes which occur when adding water to corn flour, and when growing cress or when collecting snow and finding different ways to melt it such as adding food colouring, salt and warm water. Children celebrate festivals from around the world and enjoy dressing up and tasting different foods. They create 3D maps and road safety wall displays helping them learn about the world around them.

## **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children are making very good progress in physical development. They discover how their bodies work and learn about the different senses such as smell, touch and taste. They use their hands to learn sign language with good hand eye coordination. Children use large and small equipment to extend their fine and gross motor skills. Staff are on hand to help them develop new skills such as jumping and landing. Children learn to use cutlery for spreading crackers at snack time with increasing control.

## **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children make very good progress in creative development. Children experiment with sound, making shakers and using different media including rice and pasta then mixing them to create softer or louder sounds. They enjoy joining in at music time with instruments and can copy simple songs and rhythms. They learn to sing simple songs from memory such as five currant buns. Children draw freely at activities, they enjoy different textures, making models and creative displays such as the sea side.

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



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- 'There are no significant weaknesses to report, but consideration should be given to improving the following.'
- formalise the current English as an additional language strategies enabling children to communicate and learn English in context, through practical, meaningful experiences and interaction with others

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*