



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 101629

DfES Number: 516373

### INSPECTION DETAILS

Inspection Date	13/06/2003
Inspector Name	Caroline Finney

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	The Kindergarten, The British School
Setting Address	Wortley Road Wotton under Edge Gloucestershire GL12 7JU

### REGISTERED PROVIDER DETAILS

Name	The Committee of The Kindergarten, The British School
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### ORGANISATION DETAILS

Name	The Kindergarten, The British School
Address	Wortley Road Wotton under Edge Gloucester GL12 7JU

## 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

The Kindergarten opened in 1993. It operates from two rooms and an adjacent enclosed outside play area in The British School in Wotton Under Edge, Gloucestershire. Children have accompanied access to toilets and other areas of the school. The Pre-School serves the local area.

There are currently 35 children aged from two to five years on the roll. This includes fifteen funded three year olds and seven funded four year olds. Children are admitted from two years nine months, and attend for a variety of sessions. The Pre-School has experience of supporting children who have special educational needs, but none of the children speak English as an additional language.

The group opens for five days a week during school term times. Sessions are from 09:00 to 11:30 Monday to Friday, and from 12:30 to 15:00 on Tuesday in the Summer Term.

Five staff work with the children. Three have early years qualifications equivalent to NVQ Level 4/5. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

The Kindergarten provides good care for children. Staff are well organised and effectively deployed to ensure that all children are well supported. Staff offer children a welcoming, clean, safe environment where space is well organised for indoor and outside play. They provide children with a wide variety of accessible play equipment so that they are very interested in activities. Their practice is well supported with a good range of very detailed policies, appropriate records which are securely stored, and regularly updated training.

Staff value and include all children equally, and provide good support for children with additional needs, so that they are well integrated in the setting. They meet children's health and dietary needs effectively and make appropriate arrangements

concerning sick children. Staff are very alert to children's safety and have good procedures to protect them from risks. They are appropriately aware of their responsibilities under local Child Protection procedures.

Staff relate very well to children, so that they are happy and confident in their care. They provide well balanced, stimulating activities so that children are actively engaged and enjoy their learning through play. They adapt resources and activities well to meet individual children's differing needs, including those who have special educational needs. They manage children's behaviour well, offering consistent boundaries, praise, encouragement and choices so that children are both well behaved and developing independence.

Staff have effective arrangements for sharing information with parents concerning children's progress and the educational provision of the setting. Parents are very pleased with the provision for their children and the information provided by staff. Parents are encouraged to be involved in their children's learning and the Pre-School committee is closely involved in the day to day management of the setting.

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

Not applicable.

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

- Staff are well organised and effectively deployed so that children are well supported as a group and as individuals. They provide a well planned programme of interesting activities so that all children are actively engaged in learning.
- Staff offer children a welcoming, clean, safe environment which is well organised for indoor and outdoor play, with a wide range of accessible equipment available children's use. Staff are very alert to children's safety and have good procedures to protect them from risks.
- Staff relate very well to children, encouraging choice and independence and engaging them in activities well so that children are happy, confident and enjoying their learning through play.
- Staff value all children equally. They adapt activities well to meet children's individual needs and offer children good opportunities to develop positive views of others. They provide very good support to children with additional needs, so that they are well integrated in the setting and making good progress.
- Staff manage children's behaviour well. They provide clear boundaries, effective strategies for intervention and consistent praise and encouragement for children, so that they are well behaved.

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

- the information for parents concerning staff responsibilities and the setting's own procedures to address child protection concerns, including allegations against staff.

### 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
13	improve information for parents concerning staff responsibilities and the setting's own procedures to address child protection concerns, including allegations against staff.

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

### How effective is the nursery education?

The Kindergarten offers high quality nursery education. Children are making very good progress towards the early learning goals.

Children are taught very well. Staff show great respect for children as competent learners, actively supporting their choices, preferences and views. They provide children with very clear explanations of structure, events, choices and activities. Staff value children's individual achievements, for example, by appreciating a child's felt picture and later showing it to all the others. They offer very good support to children with additional needs, including children who have Special Educational Needs. Staff plan effectively for children's learning, offering a well balanced curriculum of interesting and varied activities. They make detailed observations and assessments of children's achievements, but do not usually extend this to note the next learning possibilities for individual children.

Leadership and management is very good. Staff are very well qualified and meet frequently for effective planning and evaluation of educational provision. They liaise very closely with the committee chairperson, who is also the school reception class teacher, so that children are provided with a comprehensive curriculum and transfer smoothly to full-time school. The management committee has developed very clear, effective and well organised policies and procedures for the setting, and regularly monitors its educational progress in detail.

Partnership with parents is very good. Parents are very satisfied with the provision for their children and pleased with their developmental progress. Staff provide very good, detailed information for parents each month concerning planned activities linked to the early learning goals, which enables them to understand and participate in their children's learning. Staff encourage parental involvement sensitively and flexibly, according to individual areas of interest and levels of confidence.

### What is being done well?

- Staff show great respect for children as competent learners, encouraging and supporting their individual choices, preferences and views.
- Children are very confident in initiating their own learning experiences and actively seeking adult support to facilitate them.
- Children's development in language and literacy is excellent.
- Staff plan effectively across all areas of the curriculum, providing a wide range of interesting and varied activities.
- Staff provide very good support to children with additional needs, including those who have identified Special Educational Needs.
- Staff provide very good information to parents concerning planned activities

linked to the early learning goals, which allows them to understand and be involved in their children's learning.

- The management committee is very closely involved in supervising and monitoring standards in the setting, and maintaining close links with the adjacent school, which results in high curriculum standards and a smooth transition for children starting primary education.

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

- the implementation of plans for children to develop their skills and understanding in information and communication technology.
- staff recording of the next learning possibilities for individual children.

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

The setting has made very good progress in addressing the points for consideration at the last inspection. Staff plans now clearly identify learning aims for children overall, which are linked to the early learning goals and include adaptation and extension for children who have differing ability levels. As a result, children experience a well balanced curriculum which is effectively adapted to their individual needs. Staff have also developed a simple but effective observation and assessment system which provides a very clear overview of children's achievements and progress over time, so that staff have a very good understanding of children's individual needs and progress.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children behave well and are able to negotiate with each other effectively, for example when planning the next stage in a role play. They are confident in approaching adults and each other, and in initiating their own learning experiences. Children who have entered the setting with additional needs have made very good progress and are well integrated with other children.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children are very competent in their use of language, thoroughly discussing their experiences with a wide vocabulary. They are extremely interested in stories, for example anticipating events, discussing points of interest, repeating choruses and modelling storytelling with the same book in role play. They are actively interested in books, using them appropriately and eagerly seeking adult support to read them. They clearly understand the use of writing for communication.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children count and sequence well, using positional language appropriately, and are very competent in construction, for example when using wooden bricks. They correctly identify shapes, for example a three year old describing circles. They quickly recognise number problems and solve them accurately, for example with cups and saucers in role play.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children are alert and interested in discussing their environment. They have a clear concept of their locality, for example when deciding to build a town with blocks. They are interested in exploring natural materials and observe individual objects acutely, for example describing them as 'squeaky' or 'spinning'. They currently have limited opportunities for developing skills in information and communication technology.

### PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children have a good awareness of their health needs and physical responses, listening attentively to their hearts and noting that their hands get warm after jumping and clapping. They have good fine and grand motor skills, for example when folding scarves and climbing on and jumping off boxes. They are well co-ordinated when using a slide or balancing beam and catch competently. They move confidently to music, with varied speed and scale of gesture.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
<p>Children draw and paint freely, expressively and with enjoyment, for example a four year old using both small controlled and wide sweeping brushstrokes in their painting. Children differentiate colours well and are proud of their creative work. They express their imagination freely in role play, and participate enthusiastically in musical activities, varying rhythm and volume.</p>	

**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:
- the implementation of plans to improve children's opportunities to develop skills and understanding in information and communication technology.
- staff recording of the observation and assessment of individual children, to include a brief record of the next possibilities for their learning.

*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.*