



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 227164

DfES Number: 511309

INSPECTION DETAILS

Inspection Date 17/06/2004
Inspector Name Jackie Nation

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Edgbaston Kindergarten
Setting Address 413-415 Gillott Road
Edgbaston
Birmingham
West Midlands
B16 9LL

REGISTERED PROVIDER DETAILS

Name Mrs Anna Jacobs

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

Edgbaston Kindergarten opened in 1994. It operates from two large adjoining semi-detached Victorian houses. The younger children aged under two years are cared for in one half of the property known as the lower kindergarten. The older children are cared for in the upper kindergarten next door. The upper floors of both properties are not accessible to children. The first floor is for staff use and accommodates the staff quarters. These consist of an office, staff room, toilets and a kitchen. There is a fully enclosed garden available for outside play. The nursery serves the local area.

There are currently 53 children from 0 to 8 years on roll. This includes 11 funded 3-year-olds and 7 funded 4-year-olds. Children attend a variety of sessions.

The nursery opens five days a week all year round. Sessions are from 08:00 until 18:00.

There are twelve full time staff working with the children. Over half the staff have early years qualifications to NVQ level 2 or 3 and the others are working towards an appropriate qualification. The setting receives support from a teacher mentor from the Early Years Development and Childcare Partnership (EYDCP). The setting takes part in an accredited quality assurance scheme and has recently received the bronze award.

How good is the Day Care?

Edgbaston Kindergarten provides good quality day care for children.

The nursery is welcoming to children and parents, staff are friendly and approachable. There are good displays of children's work, particularly in the upper kindergarten. Comprehensive policies and procedures ensure the smooth running of the setting and policy information is shared with parents. There are suitable daily routines in place for all children with a range of varied activities indoors and outside. The toys and equipment provided generally support children's different needs and

include a range of Montessori materials. However, younger children do not always have access to an appropriate range of utensils at mealtimes.

Risk assessment documents are comprehensive, however regular daily checks would identify hazards indoors and outside more effectively. Children are encouraged to learn about good hygiene through their daily routines, although some aspects of food preparation lack good hygiene practices. Children are provided with regular drinks and food in adequate quantities to meet their needs. Children's individual needs are positively acknowledged and supported and the setting is pro-active in organising support for children with special needs. However, the range of resources reflecting positive images is limited.

Children enjoy the broad range of activities provided for them which support their play and learning in all areas of their development. However, children are not always able to self select resources and activities. Children enjoy exploring the outside play area which is organised well and provides varied challenges to all children. Staff know the children well and good behaviour is encouraged, by being kind and sharing. Children are beginning to understand how their behaviour affects others.

Partnership with parents is a strength of the setting. There are clear arrangements in place regarding the children's routines and care practices

What has improved since the last inspection?

Not applicable, as there were no actions raised at the previous inspection.

What is being done well?

- Staff care for children in a warm and welcoming environment.
- A stimulating range and balance of activities are provided which help children make progress in all areas of their play and learning. Staff interaction with the children is good, staff know the children well, they are interested in what they are doing, play at their level and chat with them.
- Staff encourage good behaviour, they praise and re-inforce good behaviour and encourage sharing and negotiation.
- Children's individual needs are positively acknowledged and well supported by staff.
- Staff welcome parents into the setting and there is a two-way flow of information. Staff share information with parents by maintaining and sharing records, displaying posters and notices. Clear arrangements and agreements are in place regarding children's care, routines and their progress.

What needs to be improved?

- the opportunities for children to self select resources and activities
- the availability of a range of utensils for younger children at mealtimes

- some aspects of safety indoors and outside
- the procedures for food preparation
- the range of resources reflecting positive images.

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
3	Improve opportunities for children to self select resources and activities.
5	Ensure an appropriate range of utensils is available for younger children at mealtimes.
6	Ensure regular risk assessments are carried out on the indoor areas used by the children and the outside play area.
7	Ensure good hygiene practices are in place regarding food preparation.
9	Ensure that children have appropriate range of resources which reflect positive images.

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

How effective is the nursery education?

Edgbaston Kindergarten offers children good quality provision. Children are making very good progress towards the early learning goals in all areas except knowledge and understanding of the world, where they make generally good progress.

The quality of teaching is generally good. Staff have high expectations for children's learning, encouraging them to tackle things which they initially find difficult. They interact well, building good relationships and showing great patience. Planning ensures a good balance of activities across the six areas of learning, taking into account the needs of children with different attendance patterns. However, the range of activities and resources is sometimes limited and planning for activities to promote knowledge and understanding of the world does not give enough emphasis to investigation and exploration, particularly of physical processes. Staff gather plenty of information about children's achievements and make good use of this to guide planning for future activities.

The leadership and management of the nursery is very good. The manager has a clear vision of how to integrate the Montessori ethos with the early learning goals, and has taken steps to improve the provision for nursery education by reviewing planning and assessment. There is a good range of procedures to gather information about strengths and weaknesses, implement changes in practice and identify and meet training needs.

The partnership with parents is very good. Parents appreciate the daily informal opportunities to discuss their children's progress, and also find the more formal reports and parents evenings useful. There are good sources of written information about the educational programme and nursery practice, and this is supplemented by talks with staff about what children have been doing. Parents are encouraged to continue their children's learning at home, through involvement in activities to teach children to link sounds and words.

What is being done well?

- Children use spoken language imaginatively and effectively to communicate, negotiate and extend their thinking. They are making very good progress with early literacy skills and readily turn to speaking, writing and other forms of graphic representation to express their ideas and communicate meanings.
- The outdoor space and local area are used very well to promote children's physical development and to develop their interest in the natural world. The outdoor area is well organised to ensure children have access to a good variety of activities that will enable to develop physical skills and learn about different environments.
- Children work co-operatively; they readily share observations, involve others

in their play and negotiate roles. They behave well and show maturity in coping with disappointments.

- Staff establish good relationships with children and also place a high priority on talking to parents to involve them in children's learning and update them on their achievements.
- There are well-planned activities to develop children's sense of time and children show good awareness both that things were different in the past and that people older than themselves were children once.

What needs to be improved?

- the range of opportunities for children to initiate activities throughout the day, including opportunities for children to engage in activities when adult-led activities have finished, either to build on what they have just learnt in their own preferred ways or to become involved in new activities
- the balance of the programme for knowledge and understanding of the world, to ensure that children learn to investigate, as well as to observe, both living and non-living things.

What has improved since the last inspection?

The nursery has made generally good progress since the last inspection. Staff have taken part in training and discussions in staff meetings to address the key issues raised at the last inspection. As a result, children now have access to a wider range of resources to express and communicate their own ideas in creative activities and role-play. Children also have more opportunities to initiate activities and choose between activities and resources. This now includes carrying out traditional Montessori tasks in the Practical Life Room, where children can choose activities and carry them out independently. However, there are times in the day when children have a narrow range of activities to choose from, partly because of the limited range of resources in particular rooms.

Plans now highlight opportunities for staff to ask open-ended questions in activities, in order to encourage children to think about why things happen and how things work. This helps children to think about processes and features of living things in the course of the many opportunities that they have to learn about the natural world. However, there is not enough emphasis in the programme for knowledge and understanding of the world on investigating processes and features of non-living things and this therefore limits their opportunities to ask questions related to this aspect of learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in personal, social and emotional development. They behave well and show concern for others, but can also stand up for their own needs and opinions when appropriate. Older children show considerable maturity, working together co-operatively and coping well with changes in routines and disappointments. All children develop personal independence through special activities to teach them how to look after their personal needs and how to care for their environment.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children make very good progress in communication, language and literacy. They use language effectively to communicate and to think, making connections between ideas and reflecting on what other people say. They develop a good understanding of links between sounds and letters, and many of the older children can offer examples of words that begin with a given letter. Children are enthusiastic about books and stories and confidently turn to writing, drawing and symbols to record and communicate.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in mathematical development. Many children can count beyond ten and recognise numerals 1-9 and sometimes beyond. Older children develop an understanding of totals and carry out simple calculations in practical situations, sometimes recording these in symbols with help from staff. Children are confident in comparing size in play as well as in structured activities. They learn about the features of different shapes and use appropriate language to describe position.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children make generally good progress in knowledge and understanding of the world. They develop a good sense of place through frequent nature walks and outings. They show interest in observing the natural world and talking about processes involving living things but do not have enough opportunities to explore and investigate, particularly with non-living things. Children develop good awareness of the difference between past and present and show interest in the past lives of people they know.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children make very good progress in physical development. They move with confidence and control and experiment with ways of moving, especially during energetic role-play in the adventure play area. They develop a good sense of space and how to move in confined or open spaces. There is a good range of large and small equipment, which enables children to progress to more skilful climbing, kicking and pushing. They understand the need for safety and practice and devise their own rules for games.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children make very good progress in creative development. They explore line, colour and shape and can respond to experiences and express ideas through drawing, painting and imaginative use of words. They can talk about their intentions and show a clear understanding that what they create can be used to communicate with other people. Children take part in imaginative play enthusiastically, sustaining story lines and constantly involving other children in the story as it develops.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES

- ensure that staff plan a wide enough range of opportunities throughout the day for children to initiate activities and continue their learning in different ways. In particular, include more regular opportunities for children to explore and investigate the properties of objects and materials and associated physical processes.

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.