



Office for Standards
in Education

DAY CARE INSPECTION REPORT

URN 123589

INSPECTION DETAILS

Inspection Date 21/06/2004
Inspector Name Anne Dowse

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name St. Albans Steiner Kindergarten
Setting Address Fleetville Community Centre
Royal Road, Hatfield Road
ST ALBANS
Hertfordshire
AL1 4LQ

REGISTERED PROVIDER DETAILS

Name The Committee of St Albans Steiner Kindergarten Ltd 4410731
1093208

ORGANISATION DETAILS

Name St Albans Steiner Kindergarten Ltd
Address Fleetville Community Centre
Royal Road, Hatfield Road
ST ALBANS
Hertfordshire
AL1 4LQ

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care. When making judgements, inspectors have regard to how well the provider meets the National Standards for under Eights Day Care and Childminding. A list of these is attached. The report identifies strengths and areas for improvement.

This inspection report must be made available to all parents.

Information about the setting

The St Albans Steiner Kindergarten is situated within the Fleetville Community Centre, in the Fleetville area, on the Southern side of St Albans. It originally opened in 1982 and became independent in 2002 and is managed by a limited company. It operates from one room and has access to part of a secure outdoor garden area. They have shared use of the toilet and kitchen facilities. Children attend the Kindergarten from a wide catchment area.

There are currently 24 children from 2 to 7 years on roll. This includes 11 funded 3 year olds and 7 funded 4 year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs and who speak English as an additional language.

The group opens 5 days a week, term time only. Sessions are from 09:30 to 12:30. The setting offers an open day on Fridays for parent and toddlers.

Three part time and one full time staff work directly with the children.

The manager has a Steiner Kindergarten teaching qualification and more than half the staff hold relevant early years qualifications. Two staff members hold a current first aid certificate.

The kindergarten receives support from the Early years Development and Childcare Partnership.

The kindergarten operates following the Rudolph Steiner principles and is also inspected by the Rudolph Steiner fellowship.

How good is the Day Care?

The Rudolph Steiner kindergarten provides satisfactory care for children. There is a consistent staff team who work well together and know the children well. A named deputy, however, still needs to be identified. They welcome the children into a warm and calming environment, where the daily routine follows the same pattern enabling the children to feel secure. Children are confident and settled.

The children are encouraged to develop their imaginations throughout the day. Staff allow them space for free play based around weekly recurring activities. These involve painting, baking, crafts, Eurythmy (using flowing movements and gestures in

songs and poems) and gardening. The children actively help make and prepare the morning snack, which is then shared as a group, providing good opportunities for discussion and enables children to develop their social skills and language development. Snacks and drinks are healthy and often organic, however, there needs to be more opportunities for children to access fresh water on a regular basis.

There are opportunities for singing, action rhymes and stories which are narrated by the staff and are repetitive helping to develop the children's memories. Children are able to interact and listen well. All children are included and staff have experience with working with children with special educational needs, however, staff need to have regard to the code of practice.

Children independently choose from a range of toys and resources which are all made from natural materials, such as wood, wax, crayons, dressing up clothes. Gardening is encouraged in outdoor play exploring the natural environment.

The Kindergarten works closely with parent/carers. They have good systems in place for the exchange of information. A noticeboard and a parent's handbook are readily available, although some documentation needs reviewing. They are encouraged to be involved in their child's learning and good settling in procedures are in place.

What has improved since the last inspection?

At the last inspection it was identified that there were no staff members who held a current first aid certificate. Two staff members have since completed a relevant 12 hour training course in first aid.

What is being done well?

- The staff encourage the children to be independent, confident and to develop their self esteem. Activities and resources assist in developing the children's imagination and encourage social relationships. Children access resources freely and are able to make choices, for example, children collected musical instruments from a cupboard to implement into their imaginative play.
- The staff create an environment which encourages positive behaviour. They use appropriate strategies for dealing with unacceptable behaviour and only intervene when it is felt appropriate to do so. Children relate well to one another and are confident in sharing and negotiating. Staff deal with children in a calm and consistent manner. There is an extensive behaviour management policy which is read and understood by parents and staff.
- Partnership with parent/carers is good. Staff ensure that relevant information is gathered about the child, before the placement commences. Parent/carers are actively encouraged to be involved within the Kindergarten through consultations, fundraising events, parent evenings and newsletters. A good settling in procedure takes place every morning where parent/carers sit in a circle with their child for the morning greeting.

What needs to be improved?

- the procedure to include times of attendance when completing the register
- the accessibility of fresh drinking water
- the implementation of a named deputy
- the procedure to ensure staff have regard to the code of practice for special educational needs.

Outcome of the inspection

Satisfactory

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
2	Ensure there is a named deputy who is able to take charge in the absence of the manager.
8	Ensure that fresh drinking water is made available at all times.
14	Ensure the time of children's attendance is recorded.
10	Ensure that staff have regard for the code of practice for the identification and assessment of Special Educational Needs.

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.