



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 251739

DfES Number: 548025

INSPECTION DETAILS

Inspection Date	02/12/2004
Inspector Name	Nicola Mary Eileen Matthews

SETTING DETAILS

Day Care Type	Full Day Care, Out of School Day Care
Setting Name	Blossom House Kindergarten
Setting Address	6 Higham Road Stratford St. Mary Colchester Essex CO7 6JU

REGISTERED PROVIDER DETAILS

Name	The partnership of Blossom House Kindergarten
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ORGANISATION DETAILS

Name	Blossom House Kindergarten
Address	6 Higham Road Stratford St Mary Colchester Essex CO7 6JU

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

Blossom House Kindergarten has been open since September 2000. There are two play rooms. The kindergarten is situated in a self-contained bungalow in the village of Stratford St. Mary. A maximum of 30 children aged from 2 to under 8 years may attend the nursery at any one time. The kindergarten is open 5 days a week most of the year. However, they close for 5 weeks during the summer holiday when a holiday club is organised for 30 children aged 3 to under 8 years. There are two main play rooms and an enclosed garden, which all children have access to.

There are currently 45 children aged from 2 to under 8 years on roll. Of these 28 children receive funding for nursery education. Children come from a wide catchment area. There are a small number of children attending with Special Educational Needs and with English as an additional language.

There are six members of staff of whom five have early years qualifications and one is currently enrolled on a training course.

How good is the Day Care?

Blossom House Kindergarten are providing good care for children. The high proportion of qualified staff and good adult ratio ensures children are very well cared for and their individual needs met. The very warm welcome is given to both children and parents which encourages the children to settle quickly and begin to play. The physical environment is attractive and very well maintained. Most documentation is in place.

The safety and security of the children is given high priority ensuring children are safe at all times. Very good hand washing procedures are in place to help children develop good hygiene practices. The snack given is nutritious, which helps children to keep healthy. Good support is given for children who have English as an additional language. Each child is treated with equal concern and the nominated member of staff for child protection has attended training to ensure the welfare of children is well maintained.

Children are able to experience a good range of activities to support their overall development. The younger children spend most to the morning in a small intimate group which helps them settle quickly and feel secure. Children's behaviour is good. They share and taking turns amicably.

The partnership with parents is good. Information about the child's development is passed on informally each day and formally each month. The staff take time at the end of the session to explain to the parent about the child's day and ensure they are kept well informed of the care their child is receiving.

What has improved since the last inspection?

n/a

What is being done well?

- The high ratio of staff and their underpinning knowledge of child development enables them to provide a stimulating environment where children can develop overall.
- The aesthetically pleasing environment encourages parents and children to want to come in. The individual welcome staff give to each person ensures that the children feel valued and want to stay. The storage of the play resources enables children to access the toys from low level shelves and put them back when finished playing with them.
- There is a good partnership with parents. The monthly sharing of children's development with the parents ensures they are well informed of their child's developmental progress.
- Very good priority is given to the security of the premises so children cannot leave unattended. Visitors are asked to identify themselves and a record of their stay is maintained for future reference if necessary.

What needs to be improved?

- the medical records so that they contain all of the necessary information
- the special educational needs and child protection statements so that they are updated and in line with current legislation
- records of behavioural incidents so that they are maintained for any child whose behaviour is unacceptable.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

Outcome of the inspection
Good

CONDITIONS OF REGISTRATION
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

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
10	Devise and make available to parents, a written statement on special needs which is consistent with current legislation and guidance. Ensure that this is understood and implemented by all staff
11	Keep a sufficiently detailed record of significant issues and share this with parents.
13	Ensure that the child protection procedure for the kindergarten includes contacting Ofsted in the event of allegations being made against a member of staff or volunteer.

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 Blossom House Kindergarten is of good quality. This enables children to make generally good progress towards the early learning goals and very good progress in communication language and literacy, mathematical development and physical development.

The quality of teaching is generally good. The staff have an understanding of the Foundation Stage curriculum and pay particular attention to structuring activities to support children's early reading skills resulting in some children recognising a variety of words. The staff model very good communication skills and ask open ended questions to enable the children to demonstrate what they know. There are good quality, plentiful resources available indoors to support children's learning in all areas, however they are not used effectively to provide independence and a challenge within individual activities.

The planning is clear and details daily learning intentions in each area of the curriculum. The outdoors is not used effectively to support children's awareness of the natural world. Staff deployment ensures children receive support when needed. Direct observation is used effectively to inform the assessment records and the key worker system works well when identifying the child's next step.

Leadership and management is generally good. Management's vision provides clear objectives to enrich the learning environment. The staff use each others strengths when contributing to the planning. High priority is given to training and professional development, which promotes the staff's self esteem and reflects positively on their interactions with the children.

The partnership with parents is very good. Parents participate in their child's early education by completing some activities at home. Information about what the children have been doing during the day is written up on the white board. They also receive a monthly progress report on their child's development.

What is being done well?

- Children's early reading skills are being developed very well through the support of a language teacher, who encourages children to use books appropriately and start to recognise simple words with some meaning to the child. For example, their name and those of family members.
- Children have a good awareness of patterns. They create their own using construction materials, paint, cutting activities and identifying some in the environment.
- Children's communication skills have developed very well. They confidently talk with great enthusiasm about the past and their family to each other and

the adults. Children pay good attention to the listener and are confident to talk to adults and in large group situations.

- The support for children's use of number is good. Children confidently count out ten objects or more. They recognise numbers up to ten and very quickly recognise mistakes made when counting. Children are also learning to count in French.

What needs to be improved?
<ul style="list-style-type: none">● the independent choice within adult led activities to provide children with a challenge and make links in their learning● the use of the outdoor environment to discover nature and participate in activities to support all areas of the Foundation Stage curriculum● children's opportunities to compare other's creativity

What has improved since the last inspection?
n/a

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are confident and enthusiastic in their approach to play. They show high levels of personal independence, however children are not given choice or challenged with in some adult led activities. Upon arrival they very quickly settle and become engaged in play. They talk freely about significant experiences outside the kindergarten. Good relationships have been built up with each other and the staff promoting children's self esteem. Children play co-operatively, sharing and taking turns.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children spontaneously use social conventions, for example 'please', 'thank you' and 'excuse me'. They confidently initiate conversations amongst themselves and the adults maintaining a simple theme. Many children accurately recognise and write their names, forming the letters correctly. They experience an environment rich in labelling and know that print carries meaning. Children use language to describe real and imagined events and to negotiate with each other in role-play.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children accurately recognise shapes and use the correct ones when designing objects using construction resources. Children recognise numerals and use mathematical thought in their conversations, for example 'that's the dinosaur with 50 teeth'. Children are confident to count forwards and backwards accurately when participating in number songs and rhymes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children design and construct recognisable objects. They use descriptive words when feeling the collage materials. The recording of observations and investigations is done by the adult or adult prescribed activities are used leaving no independent choice for the child. Children confidently talk about the past, present and future describing when dinosaurs lived and now they are extinct. The outdoors is regularly used however it does not support children's awareness of nature.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children negotiate personal space with ease, especially during the 'work-out time' where they move energetically in the carpet area. They peddle bikes with good control in the garden and can run around at speed and stop when asked to. Children engage in a good range of activities to develop their hand to eye coordination, for example they thread wool with very good control and pick up small collage pieces. They are developing an awareness of good hygiene practices through daily routines.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children explore colour when participating in a wide variety of painting techniques. Many children name colours accurately. Children enjoy participating in songs and rhymes from memory and follow the actions imitating the adults. Children use the resources creatively in the imaginary play area and when experiencing play dough. They confidently talk about their own drawings and collages but do not compare others creativity.	
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

- develop the outdoors to provide opportunities to support children's learning in all six areas of the Foundation Stage curriculum
- provide sufficient independence and appropriate challenge within all activities to enable children to progress in 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.