



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 218488

DfES Number: 515030

### INSPECTION DETAILS

Inspection Date	12/11/2003
Inspector Name	Valerie Thomas

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Southlands Kindergarten
Setting Address	15 Southlands Avenue Newcastle Staffordshire ST5 8BZ

### REGISTERED PROVIDER DETAILS

Name	Southlands Nurseries Ltd
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### ORGANISATION DETAILS

Name	Southlands Nurseries Ltd
Address	15 Southlands Avenue Wolstanton Newcastle Staffordshire ST5 8BZ

## 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

Southlands Kindergarten opened in 1991. It operates from two rooms within a purpose built extension at the registered person's house. There is a fully enclosed outdoor area available. The kindergarten is situated in Wolstanton, close to local shops, schools and park. It serves the local and surrounding areas.

There are currently 26 children from two to four years on roll. This includes 16 funded 3-year-olds and 1 funded 4-year-old. Children attend for a variety of sessions. The setting supports a number of children with special needs.

The kindergarten opens five days a week all year round. Sessions are from 08.00 hours until 17.45 hours.

80% of the staff working with the children are part time, and 20% are full time. All have Early Years qualifications to NVQ level 3. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP) and from the Early Years District Special Educational Needs Coordinator (SENCO). The kindergarten have achieved an award for healthy eating and are working towards accreditation with the National Day Nurseries Association.

### How good is the Day Care?

Southlands Kindergarten provides satisfactory care overall.

The kindergarten has good procedures in place to ensure staff have a consistent approach to their work. Regular staff meetings are held and annual appraisals are completed. Staff are experienced, work well together and all have a level 3 early years qualification. There is a strong commitment to ongoing training, all staff have received first aid training.

Staff place high priority on ensuring children's safety both inside and outside the setting. Detailed policies and risk assessments in place give clear guidelines to staff and are fully understood. Staff implement good health and hygiene procedures

which help reduce the spread of infection. Suitable procedures are in place for handling accidents, although not all regulations have been met. Records of medicines administered are kept, however they lack detail.

Staff plan a varied range of interesting and exciting activities for children and are very aware of the developmental needs of individual children. There is a good range of toys and equipment to help children progress in all areas. Children concentrate well in self-initiated and adult directed activities. All staff have positive relationships with the children and spend lots of time talking to them and engaging in their play. Children behave very well and respond positively to staff.

There is a good partnership with parents and carers. Staff inform parents how the setting operates through discussion, a prospectus and regular newsletters. They are fully informed of their child's progress and exchange detailed information on their child's individual needs.

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

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

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

- Children have warm and positive relationships with staff and communicate well with them. Staff are very attentive to the children's individual needs and know them well. Children are happy, settled and enjoy their day.
- There is a broad range of interesting and exciting activities that develops children's knowledge and understanding in all areas. Children have good opportunities to talk to each other and make friends and are keen to find things out for themselves. Children concentrate well.
- There is a good range of toys and equipment that is well presented and is easily accessible to children. This enables free choice and encourages independence. Children play enthusiastically with the toys indoors and out.
- Staff manage children's behaviour well. They give clear guidelines, encourage children to share and take turns. Children use their manners, respond positively to staff and play well together.
- Staff work well together as a team and benefit from a strong management structure. There are well-documented policies in place, which help the clear and very organised running of the setting.

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

- the accident procedure for serious injuries, to ensure Ofsted is informed of any incidents
- the records for medicine administered to children to include parent's signature to acknowledge the entry.

<b>Outcome of the inspection</b>
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Satisfactory
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<b>CONDITIONS OF REGISTRATION</b>
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<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
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<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>
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<b>WHAT NEEDS TO BE DONE NEXT?</b>
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<b>The Registered Person must take the following actions by the date shown</b>
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Std	Action	Date
7	Ensure Ofsted is informed if a child has a serious injury.	13/11/2003

<b>The Registered Person should have regard to the following recommendations by the time of the next inspection</b>
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Std	Recommendation
7	Ensure records of medicine administered to children are signed by parents to acknowledge the entry.

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

### How effective is the nursery education?

Southlands Kindergarten offers high quality provision overall which helps children to make very good progress towards the early learning goals, in all areas of learning.

Teaching is very good in all areas. Staff have a good knowledge of the Foundation Stage. They plan an interesting and exciting range of practical activities, which helps children to learn. Staff manage children's behaviour well and have high expectations and set clear boundaries. Activities are well managed and staff constantly encourage children to take part. There is a good range of equipment, which is easily accessible and well organised, which helps children to become self-sufficient and develop their independence.

Children with special educational needs attending the setting receive excellent support to help them progress in their learning. The key strengths in personal, social and emotional development and communication skills are due to the skilful interactions of the staff in engaging children in conversations and fostering their self-esteem. The challenges set for children are good. However, early literacy skills could be further extended.

Leadership and management is very good. The nursery benefits from strong leadership and a committed staff group. They work well together and constantly evaluate their practice through appraisals, monitoring and staff meetings. Good opportunities are provided for staff development and a high level of ongoing training takes place.

The partnership with parents is very good and contributes towards children's progress towards the early learning goals. Parents are encouraged to be involved with their child's learning. Children's progress in general is shared with parents and opportunities are provided for parents to view their child's assessment records and discuss issues with the keyworker.

### What is being done well?

- Children's personal, social and emotional development is very good. Children are confident, sociable and have very caring relationships with each other and staff. They cooperate with each other and play well together. Children behave well and respond positively to the consistent boundaries set by staff.
- Children's spoken language is good. Most children speak clearly and fluently when sharing their news and are able to express their needs confidently. This is a result of the staff's consistent engagement in their play and conversations.
- Children's mathematical understanding is developing very well. They are very

confident when counting up to 10 and back to 0. The more able children can count up to 20. Children have good opportunities to recognise numbers in the environment and through computer programmes.

- Staff make very good use of the local environment to help children explore the natural world, learn about people and places and become familiar with their immediate surroundings.
- There are very good opportunities for children to develop their physical skills through a wide range of activities. Children attend swimming classes and have opportunities for dance and gymnastics.
- There is excellent support given to children with special educational needs. All staff work well together to meet the children's individual needs. They work closely with parents and appropriate agencies to help the children progress in all areas.

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

- the opportunities for children to make marks to communicate and develop their thinking in stories.

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

The kindergarten has made very good progress since the last inspection. Staff are aware of the full learning potential of all activities when children play outside. They have devised a programme which covers all areas of physical play and staff engage in children's play to develop learning in all six areas. Staff have attended information and communication technology (ICT) training to develop their expertise for using the computer and two staff are due to attend further training for ICT in the early years. Staff give good guidance and instructions to children, children are confident and enjoy their time spent on the computer.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are actively involved in their learning. They are confident, work well independently and show good levels of concentration which underpins their learning in many areas. They relate well to adults and behave well. Children manage their self care well and develop their independence as they help to set tables for lunch and serve their own meal. They help each other during activities and tidy up time.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Many children are confident and fluent speakers and engage easily in conversations. They develop their literacy skills with good access to books and story times, although they are not always encouraged to develop their thinking in stories. They have good opportunities to develop their writing skills, however opportunities to make marks to communicate in role play are not always evident. Most children recognise their name cards and the more able children can write their first name.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Many children count confidently beyond 10 and some recognise numerals to 9. They understand size through practical activities, they can differentiate between the sizes of the three bears in Goldilocks. They have developed appropriate mathematical language for shape, position and measure. Children use their knowledge competently to choose from a range of shapes to make pictures. They learn that squares and triangles have sides and corners.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children learn about the world in which they live. They have travelled on different modes of transport and learn about the roles of people who help us when they visit the fire station and have visits from the crossing patrol person and a nurse. Children show a keen interest in using technology, they know how to operate the mouse to activate the screen and can switch the cassette player on and off. They learn about other cultures and have visited a Chinese restaurant.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently and safely. They pedal bikes well and can negotiate pathways around children and cones competently. They regularly practise jumping, skipping and hopping. There is an exciting outdoor area where children can climb, swing and run freely. Children show good control when using one handed tools for painting, drawing, writing and cutting. They learn about their bodies through action songs, topics and exercise.

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
Children express their ideas freely through a good range of activities such as role-play, painting, singing and music and movement. They learn about colour and texture through access to a varied range of media such as clay, gloop, paint and collage. Children name many colours confidently. Children learn about rhythm when playing instruments to the beat of the music and clapping out the sounds of their name.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	



## **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:
- further develop children's early literacy skills by extending opportunities for children to make marks to communicate and develop their thinking in stories.

*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.*