



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 509704

DfES Number: 509704

INSPECTION DETAILS

Inspection Date	01/12/2003
Inspector Name	Denise Rosemary Olsson-Hildick

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Windsor Kindergarten
Setting Address	Windsor Room St Mary's Church Hall, Church Street Twickenham Middlesex

REGISTERED PROVIDER DETAILS

Name	Ms Sangeeta Gardiner
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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

Windsor Kindergarten opened prior to 1988 and operates as a sessional group from Saint Mary's Church hall in Twickenham. The group has use of one main room, a kitchen area and toilets. There is a small paved outside area off the main room. The group opens 5 days a week for 24 children during the local authority education calendar, are in receipt for funding for 3 and 4 year olds and is a member of the EYDCP. Part of the building is dedicated to use as a day centre for the elderly.

How good is the Day Care?

Windsor Kindergarten provides a good standard of care.

The group has a high staff : child ratio. Most recruitment and training issues are efficiently addressed and organised. Policies relating to all standards are in place and generally appropriate. Most records are up to date.

The routine allows children opportunities for play, rest and refreshments. All staff have a warm relationship with children (including any with a special need). They talk to and of children with understanding, pride and affection, taking into account individual need, temperament, ability and interests. A key working system ensure staff develop a thorough understanding of and a warm relationship with children. Children have access to and enjoy playing with a wide range and quantity of equipment, tools and materials suitable for differing ages, interests and abilities. All children are made welcome, their differences valued and their needs met regardless of gender, ethnic origin, background, ability, religion or language. Materials and activities present a positive image of people from minority groups. Snacks are varied and nutritious, accommodating children's individual dietary needs. Snacks and drinks are readily available throughout the session and children help themselves.

The environment is spacious, clean, light, warm, well-maintained, appropriately furnished and organised to allow children access to the entire area. The outdoor play space leads directly off the playroom and the door always open. Most aspects relating to safety are in place. Children understand and practice good hygiene and

staff are vigilant in addressing matters relating to health and hygiene.

Relationships with parents are warm and mutually respectful. Staff work in harmony and partnership, making sustained efforts to support and engage them in an open, honest manner. Staff have a working knowledge of the signs and symptoms exhibited by a child who may have been abused and what action should be taken.

What has improved since the last inspection?

The Equal Opportunity policy and practice has been extended to ensure all children and parents are regarded with equal concern and respect. The Child Protection policy now includes information relating to action taken in cases where a member of staff is subject to an allegation of abuse. Relevant records are available for inspection.

What is being done well?

- Support and encouragement are given to children to participate in activities of their choice. Learning is play based and at the child's individual pace. This ensures children are eager to participate and become involved. Staff manage behaviour in a sensitive and age-appropriate manner which encourages children to develop empathy for others.
- The environment is spacious, clean, warm, well-maintained, appropriately furnished and organised to allow children access to the entire area and outside play space. Play equipment is varied, safe and easily accessible which ensures children are eager to explore materials suitable for their ages, interests and abilities. This promotes their understanding of the world around them.
- Play materials reflect a positive image of race, culture and disability and efforts are made to welcome all children regardless of background. This philosophy and approach encourages children to develop respect and tolerance for others.
- Parents take an active role in the group, are supportive and approving of the nursery philosophy and work in harmony and partnership with staff. This ensures children feel welcome and secure.
- Drinks and snacks are nutritious, attractively presented and readily available which ensures children are never thirsty or hungry.

What needs to be improved?

- - the arrangements regarding the medical fitness of new staff and action taken if a member of staff is the subject of an allegation of abuse;
- - the safety arrangements regarding stairs, radiators and cleaning materials;
- - the information regarding OFSTED as a regulator in the Complaints procedure.

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>
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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>

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
1	ensure that there are effective procedures in place for checking that staff are medically fit for the post.
6	Ensure safety issues relating to stairs, radiators and cleaning materials are addressed.
13	ensure that the child protection procedure for the playgroup complies with local Area Child Protection Committee (ACPC) procedures

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

How effective is the nursery education?

Windsor Kindergarten provides a high quality learning environment and the children are making very good progress towards the early learning goals.

The quality of teaching is very good. Staff plan effectively to provide a stimulating play environment where children can develop their independence, make their own decisions and learn through exciting practical activities. Resources are well organised and of good quality. Staff have high expectations of the children and have a clear understanding of what children are learning from the activities provided. They make excellent use of the children's assessments to ensure that they are sufficiently challenged and continue to progress in all learning areas. The children's personal, social and emotional development is very well supported through positive relationships and equips them to try new skills, explore and investigate. They are inquisitive, independent and enjoy their learning. They communicate well and share their experiences and feelings with adults and each other. The children's behaviour is excellent, they have a very good understanding of right and wrong and show concern for themselves and others. Staff make good use of mathematical language and seize opportunities to encourage the children in practical activities and routines to count, compare size and shape.

Leadership and management is very good. There is a consistent commitment to evaluate the provision and improve further, which is very evident with the newly devised system for developmental assessments. Staff have clear roles and responsibilities, work well together as a team and are supported to develop their knowledge and experience through training.

The parents are very supportive of the pre-school and are kept fully informed of their child's progress, through daily feedback, viewing their progress records and once per term meetings with their child's key worker.

What is being done well?

- Children are extremely motivated to learn, due to the well planned activities that cover all areas of the curriculum which is fostered by staffs dedicated interest in helping the children through creating a stimulating learning environment and encouraging their self esteem.
- The children are confident and independent. They communicate their feelings and ideas, explore and investigate new experiences. They are developing a very good understanding of the world and community around them.
- The children's behaviour is excellent, they are caring and considerate of each other, are eager to help, demonstrate a good awareness of right and wrong and play well together in groups.

- The quality of teaching is excellent. The staff work exceptionally well as a team and are sound in their knowledge of the early learning goals. They are skilled at recognising opportunities to develop children's learning in all areas through play and routine activities.
- The curriculum plans, both long and short term are clear and evaluative. Assessments of children are used to effectively plan for children's next stage of development.
- Relationships with parents are very good. Parents have a good understanding of their children's stage of development, due to the opportunities provided by staff to keep parents fully informed. They are supportive of the nursery and participate in nursery life on a regular basis.

What needs to be improved?

- The use of musical instruments could be encouraged more.
- A wider range of puzzles could be made more accessible to children to provide them with a variety of choice and challenges.
- Resources to support children's development in technology could be improved by making sure that they are all in working order.

What has improved since the last inspection?

The setting has made very good progress in response to the key issue at the last inspection.

The setting use long, mid and short term plans. A new assessment system is in place. Children all have an Individual Learning Plan, which highlights their developmental progress and details a clear plan to progress children to their next stage of development. The plans are reviewed and evaluated regularly and shared with parents.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in this area. The children are motivated to learn, confident, independent and happy. They form very good relationships, show concern for others, take turns and are well behaved. They are developing a very good understanding of the community and world that they live in. The children have high levels of concentration, which is demonstrated in their interest in listening to stories.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children make very good progress in this area. The children initiate conversations, communicate their feelings and ideas, both individually and in groups. They make the most of the opportunities to make marks, i.e. by taking writing resources into the role play corner to design props for their play and have a very good understanding that print carries meaning. The children can link letters to letter sounds and some children can write their name and recognise the names of others.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in this area. They show an interest in number and count beyond 10. They are developing a good understanding of subtraction through their enjoyment of number songs. The children learn about size, measure, shape and volume through practical and play activities. Their learning is re-inforced by skilled inter-action from staff who foster their interest in spontaneous challenges.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children make very good progress in this area. They are very interested in "how things work", designing and making things, which is encouraged by the opportunities given by staff for them to inter-relate their play and individual learning plans. The children are confident in the use of audio and technology equipment, although this is temporarily hindered by broken or inadequate equipment. The children are developing a very good understanding of the community and world that they live in.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in this area. They benefit from the use of the small but attractive outdoor play area, regardless of adverse weather conditions. They participate in regular music and movement games and activities and move confidently with co-ordination. They use small and large equipment with ease and have a very good understanding of health and bodily awareness, which is supported through daily routines.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children make very good progress in this area. Children are confident in designing and producing their own work, which is positively encouraged. The children explore and investigate natural resources with enthusiasm. They have very good opportunities for singing and listening to music, but are not so familiar or confident in the use of musical instruments. The children express themselves fully in role play and spontaneously sing songs from memory.	
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:
- Provide more opportunities for children to use musical instruments.
- Provide a wider range of accessible puzzles, including a range that sufficiently challenges more able children.
- Make sure that resources which support children's development in technology are in working order.

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.