



**Office for Standards  
in Education**

## **COMBINED INSPECTION REPORT**

**URN** 402935

**DfES Number:** 532403

### **INSPECTION DETAILS**

Inspection Date      19/05/2004  
Inspector Name      Pamela Patricia Paisley

### **SETTING DETAILS**

Day Care Type      Full Day Care  
Setting Name      Kenley Kindergarten  
Setting Address      20 New Barn Lane  
                                 Whyteleafe  
                                 Croydon  
                                 Surrey  
                                 CR3 0XE

### **REGISTERED PROVIDER DETAILS**

Name                      Southern Childcare Facilities Limited 04003597

### **ORGANISATION DETAILS**

Name                      Southern Childcare Facilities Limited  
Address                    20 New Barn Lane  
                                 Whyteleafe  
                                 Surrey  
                                 CR3 OFX

## 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

Kenley Kindergarten opened in 2001 and is one of two multi provision owned by the proprietor. The kindergarten operates from two self-contained buildings within the grounds of a primary school, in a residential area of Kenley. It serves the local area.

There are currently 22 children from three months to five years on roll. This includes three funded four year olds and three children who speak English as an additional language. Children attend for a variety of sessions.

The kindergarten opens five days a week all year round. Sessions are from 07.45 - 18.00. Four full-time and two part-time staff work with the children. Half the staff have early years qualifications to NVQ level 2 or 3. Other staff are working towards recognised early years qualification. The setting receives support from a mentor from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

Kenley Kindergarten provides satisfactory care for children.

Space is organised well to create a safe and comfortable environment for children. Children have access to a good range of play resources and books, suitable for their ages and stages of development, and reflect diversity. Clear routines are in place and children are grouped appropriately with sufficient staff working directly with them. There are relevant policies and procedures, although the operational plan is not sufficiently detailed.

Children's safety is promoted satisfactorily, through safety devices in place, regular checks of the premises and equipment and safety procedures, which staff effect generally well. Medication administered to children is recorded, as are accidents, but the way details of accidents are recorded does not ensure confidentiality. Staff have a working knowledge of child protection issues and procedures.

Staff are active in promoting good health and hygiene practices in the children's daily

routine. Children's personal care and dietary needs are discussed with parents and individual needs are met well. There is a written special needs statement, however staff have limited knowledge of the Code of Practice.

Learning and play opportunities are provided through a range of in and outdoor activities. Children enjoy and benefit from activities that allow them to express their imagination and creativity, like role play, drawing, painting and construction. Staff help the children in their activities, encouraging them to think and to learn from their play. The observation records for the younger children are not appropriate for their stage of development.

Methods of managing children's behaviour are discussed with parents and staff manage behaviour well. Parents are kept informed about the kindergarten provision through newsletters. However there is no structured system to give parents feedback regarding their child's progress and how they may support their child.

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

At the last inspection the provider agreed to keep Ofsted informed of staff changes. The Nursery have updated their staff records and informed Ofsted.

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

- Space and resources in the nursery are well organised to meet children's needs. Children are confident in their surroundings
- Children have easy access to a good range of suitable toys, play materials and equipment available for indoor and outdoor play. These include construction toys, books, sit-n-ride toys, imaginative and creative play materials, which promotes children's learning in all areas.
- Good behaviour is encouraged and clear procedures in place for managing children's behaviour and staff support helps children behave well.
- Children benefit from activities that allow them to express their imagination and creativity and staff encouragement helps them learn from their play.
- Children's dietary and personal care needs and methods of managing children's behaviour are discussed and agreed with parents.

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

- operational plan to provide more details about how the setting is run
- observation records for the children under 3 years and the planning of their activities
- staff's knowledge of the Code of practice with regards to caring for children with special need

- system for sharing children's progress with parents

### 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	Develop the operational plan for the setting to include details about how the provision is run.
3	Improve the observation record for the children under 3 years to ensure that it is appropriate for their stage of development and improve the planning of activities for the under 3's.
10	Develop staff's knowledge of the Code of practice with regards to caring for children with special need.
12	Improve opportunities for parents to share information on their child's progress.

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

### How effective is the nursery education?

Kenley Kindergarten offers good quality nursery education where children enjoy learning through a wide range of interesting activities. Overall children make generally good progress towards the early learning goals, with very good progress in five of the six areas.

Teaching is generally good. The staff's sound knowledge of the foundation stage enables them to plan an interesting and appropriate range of practical activities for the children. Staff positive and supportive interaction with the children helps children behave well and allows them time to problem solve. Excellent use of natural resources and out door space to provide good opportunities for children to explore their natural environment. Planning and teaching for mathematics and knowledge and understanding of the world is particularly good, providing interesting practical activities to experiment with, however there are too limited opportunities for children to link letters to sounds. The assessment process does not always include the next steps for learning and therefore some activities are not extended to challenge more able children. The organisation of resources and furniture encourage children to make choices and develop independence.

Leadership and management are generally good. The setting gain support from a teacher mentor which has helped to improve the planning. There is a commitment to staff development and staff have access to guidance, support and relevant training. The quality of the provision is reviewed and steps are taken to address identified weaknesses.

The partnership with parents is generally good. Good quality information is given to parents about the service provided. Parents are used as a resource when appropriate and are encouraged to share what they know about their child, updating staff about any significant events, however the nursery lacks a systematic procedure to enable all parents to share the observations of their children's progress.

### What is being done well?

- The organisation of resources and supportive interaction of the staff encourage children to make choices and engage in play, sustaining their interest and motivation, good practical activities offered to ensure children's progress in mathematics is very good.
- Children are well behaved and have good relationships with staff, they relate well to each other and work together harmoniously.
- The creative use of the natural environment contributes to children's very good physical development and their knowledge and understanding of the world.

<b>What needs to be improved?</b>
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| <ul style="list-style-type: none"><li>● assessments, to include the next steps for learning.</li><li>● planning, to include opportunities for children to link letters and sounds and to ensure activities are extended to provide appropriate challenge to children.</li><li>● the procedure for sharing children's progress with parents.</li></ul> |
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<b>What has improved since the last inspection?</b>
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N/a
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## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are curious, take risks and explore within the environment. Resources are organised to encourage choice. Children are confident and stand up for their rights. Children talk freely about their home and friends and have good self help skills. They behave well and work together happily.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children initiate conversations and talk about their experiences. Children enjoy listening to stories and can predict what happens next, some children have favourite books. Writing is encouraged and is being used as a means of recording and communicating. Children are not sufficiently encouraged to link letters to sounds and some activities are not extended enough to challenge more able children.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children willingly count using numbers in the correct order up to 10 and some beyond 10, with sustained interest because of the good practical activities offered. Children say with confidence one more than a given number and use size language to describe and compare shape.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children examine living things to find out more about them, they learn about life cycles and look at change. Children are experimenting with a variety of materials and are confident, they are encouraged to try and solve problems. Children show an interest in information and communication technology and can use simple programmes.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children use a range of small and large equipment with confidence. They have good opportunities to explore the natural environment and use their body, walk, run, climb, crawl and roll. They are able to use the toilet independently and are aware of their health/bodily needs, i.e. washing hands after visiting the toilet, wiping a runny nose and applying sun cream.

## **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children have good opportunities to explore creative media and materials and express their imagination through role play and design. Children express and communicate their thoughts, ideas and feelings through movement and art and enjoy experimenting with musical instruments.

**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**

- Use the assessment of the next steps for learning to inform the planning so that activities are extended to provide appropriate challenge for more able children.
- Plan to provide opportunities for children to link letters and sounds.
- Implement an effective way of sharing children's progress with parents.

*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.*