



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 137267

DfES Number: 532204

INSPECTION DETAILS

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| Inspection Date | 29/06/2004 |
| Inspector Name | Lorrie Layne |

SETTING DETAILS

| | |
|-----------------|---|
| Day Care Type | Sessional Day Care |
| Setting Name | Adam and Eve Kindergarten |
| Setting Address | 29 South Eden Park Road Beckenham Kent BR3 3BQ |

REGISTERED PROVIDER DETAILS

Name

ORGANISATION DETAILS

| | |
|---------|--|
| Name | The Partnership Margaret Payne and Nicola Le Vey |
| Address | Adam & Eve Kindergarten 29 South Eden Park Road Beckenham Kent BR3 3BQ |

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

Adam and Eve Kindergarten is a private pre-school for up to 14 children. It was first opened in 1996 and is under the joint ownership of Mrs M. Payne and Mrs N. Le Vey. The kindergarten accommodation is a purpose built building adjacent to one of the owner's house. There is a fenced garden for children to use with permanent play provision included. The children also have supervised access to grounds behind the property. Children are taken to optional swimming lessons, on Friday afternoons, at West Wickham Leisure centre.

The facility serves families from the local area. There are 4 staff members all of whom are qualified. The sessions are from 9.15 until 12.15 on weekdays with an afternoon session on Tuesdays. All of the sessions operate during term time only. Currently on roll there are nine funded four-year-olds and 13 funded three-year-olds. None of the children receiving funding have special educational needs and one of the funded children has English as an additional language.

The Kindergarten receives support from Bromley Early Years Development and Child Care Partnership.

How good is the Day Care?

Adam and Eve Kindergarten provides good quality care for children. There are procedures and policies in place that underpin the day-to-day running of the service. However, some improvements in the some policies and procedures are required. There is a procedure to be followed in the event of a child by chance leaving the kindergarten unaccompanied, however the outings procedure needs to include details on the action to be taken if a child was lost on an outing. A registration system is in place but it does not show children's hours of attendance. There is a written child protection procedure but it does not include the action to be followed in the event of an allegation being made against a member of staff or volunteer. The staff knowledge of child protection issues also needs extending. The staff team are suitably qualified and experienced and they work well with the children and as a team.

The staff are aware of their responsibilities to promote health and safety within the setting and carry out positive action to promote children's well being. The staff plan and provide a broad range of stimulating activities and play opportunities, which provide children with plenty of choice and interesting learning experiences. The system used for planning of activities and support for children is clear and each member of staff observe what they see children doing, during planned and spontaneous activities.

The children's behaviour is good and the staff manage the children's behaviour well, using a range of positive strategies to do this. There is a suitable system in place to support children with special needs.

The snacks provided for children are healthy and varied and children's specific dietary requirements are taken into account when planning snacks for children. The working relationship that staff have with parents is good. Parents receive varied information about the service and their children's progress through a variety of sources.

What has improved since the last inspection?

At the last inspection the providers agreed to implement effective procedures for appointing and vetting new staff and ensure the promotion of equal opportunities with regard to the recruitment of staff. No new staff have been appointed since the last inspection. However, the organisation equal opportunities policy and staffing and employment policy have been revised in order to set the framework for addressing the issues raised at the last inspection. The providers also agreed to carry out a risk assessment of the premises, ensuring that outings are included as part of the appraisal process. A risk assessment of the premises and outings has been carried out and identifies the action to be taken to minimise identified risks. The providers further agreed to write procedures to be followed in the event of a child being lost or not collected. There are now written procedures to be followed in the event of a parent/carer failing to collect a child. There is a procedure to be followed in the event of a child by chance leaving the kindergarten unaccompanied, however the outings procedure needs to include details on the action to be taken if a child was lost on an outing.

What is being done well?

- The range of activities and play opportunities made available to the children provide them with a broad range of stimulating and interesting experiences which include opportunities for learning through first hand and meaningful experiences. The staff are well organised and support the children well and use various techniques to advance children's learning and development.
- The staff manage children's behaviour well and use a range of positive strategies to do this including: praise, encouragement, setting clear boundaries, explaining why certain types of behaviour are not appropriate and engaging children in a variety of activities. The staff also act as good role models of appropriate behaviour towards people and the environment.

- Parents receive varied information about the service and their children's. They have access to a variety of information including curriculum plans, policies and procedures and so on. They have opportunities to participate in the events activities provided through the Kindergarten including acting as parent volunteer helpers for the children's swimming lessons at West Wickham pools on Friday afternoons.

What needs to be improved?

- the outings procedure so that it includes the action to be followed in the event of a child being lost
- the child protection procedure and the staff knowledge and understanding of child protection issues
- the registration system so that it shows children's hours of attendance.

Outcome of the inspection

Good

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 |
|-----|---|
| 6 | ensure that the outings procedure includes action to be followed in the event of a lost child; |
| 13 | extend staff knowledge of child protection issues and improve the written child protection procedure so that it includes the action to be followed in the event of an allegation being made against a member of staff or volunteer; |
| 14 | improve the registration system for children so that it shows their hours of attendance. |

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

How effective is the nursery education?

Adam and Eve Kindergarten provision is acceptable and is of high quality. Children make very good progress towards the early learning goals.

Children take pleasure in learning through a wide range of stimulating and interesting activities.

The teaching is very good and the staff show clear knowledge of how children learn and the early learning goals. They use their knowledge to devise and provide a broad-based curriculum that includes a very good range of challenging and engaging practical activities and experiences.

Currently there are no children with special needs attending the provision. However, there is a system in place to promote the integration and inclusion of children with special needs which is built around working closely with parents and outside agencies. The child attending with English as an additional language is supported through ongoing work between family members and staff.

Staff show positive and skilful management of children's behaviour and have high expectations of behaviour. They use a broad variety of methods to promote good behaviour including plenty of praise, encouragement and acting as good role models of positive behaviour.

The assessment of children's learning and is very good and staff use their observations to complete each child's assessment records. Leadership and management are very good and there is clear leadership and a well-structured management system. There is a strong appreciation of the importance of ongoing staff development and improving the learning opportunities available within the Kindergarten. The partnership with parents and carers is very good. They are provided with varied details about the Kindergarten and activities provided for children. Children are cared for according to the wishes of parents and they are encouraged to play a part in the life of the centre. Parents are also kept up-to-date about their children's development and progress.

What is being done well?

- Children's personal, social and emotional development is very good. They are confident, independent, are interested to learn, demonstrate good self-care skills. They form good relationships with staff and their peers.
- The staff team's clear understanding of the early learning goals helps them make available interesting, challenging and well-planned activities for the children.
- The interactive 'circle time' activities session provides children with regular

opportunities to: extend their vocabulary, learn about the weather, name the days of the week, state the months of the year, understand and use mathematical ideas, name the letters of the alphabet and letter sounds, to recognise simple words, develop good co-operative relationships with others and so on.

- The partnership with parents is strong and staff work hard to involve parents in the life of the Kindergarten and care for children according to parents' wishes.
- The leadership and management are effective and help maintain good teamwork and a commitment to continuous development of the quality of service provided to children and parents.

What needs to be improved?

- There are no significant weaknesses to this report, but consideration should be given to improving the following:
- The structure of the 'circle time' by introducing 'mini circle' group activities, which would add even more flexibility to the design of 'circle time' sessions.

What has improved since the last inspection?

The Kindergarten has made very good improvements since the last inspection. A new curriculum planning system is in place which is based on themes/topics/projects of interest which are set a term in advance. As part of the planning process a member of staff takes responsibility for planning creative activities for a given week. Staff had also been provided with training on how to organise each part of the day and each activity could be linked to

The staff observe and record what they see children doing in the Kindergarten, during planned and spontaneous activities and play situations. The information is then transferred, termly, on to the Bromley Early Years Profile. The document is later passed on to a child's reception class teacher/school. The Kindergarten provides each child with a set of four work-books, which they take away when they leave. The work-books are used to help the staff build on children's skills. They provide an additional picture of children's development and parents are invited to share them with a child's school.

Parents and staff discuss children's development including using the Bromley Profile and workbooks. From September 2004 an annual open day for discussing children's progress, in more depth, is being introduced.

To extend children's opportunities to freely explore artistic media, a new creative workshop unit has been made available to children from which they can freely choose the creative/artistic activities which they want to do. Children's opportunities for independent use of books has been extended. Books have been placed in the outdoor playhouse to encourage more spontaneous exploration of books.

The use of the interactive 'circle time' activities session has been reviewed and is adapted in length and content according to children's concentration, interests, needs, weather, the children present and so on. The varied activities which make up a session now last in the region of 15 minutes.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in personal, social and emotional development. They are confident, express their needs and ideas and relate well to each other and adults. They show independence and are keen to try new activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are making very good progress in communication language and literacy. They communicate well and engage easily in conversations with each other and adults. They learn that print carries meaning and know how to handle books. They develop their reading skills well due to wide access to books and familiar words around the room. Children's written skills are developing well and they practise writing spontaneously.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children's progress in mathematical development is very good. Their counting skills are developing well and learn the basic principles of addition and subtraction through practical activities. They learn to recognise numerals, use numbers in practical activities and show an understanding of shape, quantity and size.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children's progress in knowledge and understanding of the world is very good. They have a selection of opportunities to discover and learn about technology, cultures, the natural world and characteristics of their environment. The children are taken to St David's Field, High Broom Wood and West Wickham pools on Fridays for swimming lessons. They learn to care for animals and other living things. They learn about time through a variety of means including birthday celebrations and discussion.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children's progress in physical development is very good. They move confidently and show skilful balance, spatial awareness and coordination that is promoted through access to a varied range of activities and equipment. They show confident and increasing control and skilful use of hand tools, objects, construction equipment and malleable materials.

| CREATIVE DEVELOPMENT | |
|--|-----------|
| Judgement: | Very Good |
| Children's progress in creative development is very good. They show free imaginative expression, which is promoted through a diverse range of interesting activities such as: painting, drawing, musical instruments, singing, role-play, stories, dance and movement and so on. | |
| 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 this report, but consideration should be given to improving the following:
- The structure of the 'circle time' by introducing 'mini circle' group activities which would add even more flexibility to the design of 'circle time' sessions. For example two separate 'mini circles' could be used to explore different or similar topics and would add to the staff approach to meeting specific children's learning needs.

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.