

Chestnut Grove Kindergarten

Inspection report for early years provision

Unique reference number EY408264
Inspection date 21/09/2010
Inspector ISP Inspection

Setting address 5 Pathfields Road, Clacton-on-Sea, Essex, CO15 3JH

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Chestnut Grove Kindergarten is privately owned. It opened under new management in 2010 and operates from five playrooms within a designated children's centre in the grounds of Clacton Coastal Academy in Clacton on Sea, Essex. All children share access to three secure, enclosed, outdoor play areas. The setting is fully accessible.

A maximum of 100 children may attend the kindergarten at any one time. The kindergarten opens five days a week all year round. Operating times are from 7.30am until 6pm. There are currently 135 children aged from three months to 11 years on roll. Children aged two, three and four years receive funding for early education. Children attend for a variety of sessions, full day care, out of school care or creche provision. The kindergarten serves the local community and surrounding areas. The setting supports a small number of children who have special educational needs and/or disabilities or who have English as an additional language. This provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The kindergarten employs 19 staff, of whom 15, including the manager, hold appropriate early years qualifications. Three staff are working towards an appropriate early years qualification. A qualified children's centre teacher is attached to the setting. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare, learning and development are fully supported by the highly motivated staff, ensuring that the majority of their individual learning needs can be met. The new management team have put in place clear aims and objectives for children's learning and they regularly review and update their action plan to ensure that continuous improvement is maintained. Staff are fully supported in their training and development so that practice in the kindergarten continues to provide positive outcomes for all children who attend. Partnerships between staff, parents and other practitioners work well in practice to ensure children make good progress in their learning and development.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- promote children's independence further so that they can make choices as to when they access the outside play area
- continue to develop the outside play area so that children can experience and have access to resources to support their early literacy skills.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of the kindergarten's safeguarding procedures to ensure that children's welfare is a high priority. Staff are supported with training to ensure that their knowledge is fully maintained. Written policies clearly state the steps to take should the staff have concerns about the welfare of a child. The risk assessments include all areas and equipment for both inside and outside of the setting. This reflects the kindergarten's commitment to maintain children's welfare and safety. There is a monthly checklist for each area in the setting to maintain the cleanliness of resources and equipment. Any potential hazards are noted by staff so that action can be taken to remove these and ensure the safety of children at all times. Staff complete risk assessments for each outing which ensures children's safety when they are away from the kindergarten. The premises are secure and children cannot leave them unsupervised. There is an intercom entry system that is monitored closely by staff. Children practise the evacuation procedures on a regular basis and this is effective in helping them to learn how to keep themselves safe in an emergency.

The staff have developed good relationships with the parents of children in their care. This helps children to feel settled and secure whilst they attend the kindergarten. Parents are kept fully informed about their children's learning and development through daily verbal feedback. Staff request updates from parents about their children's achievements and activities undertaken at home. This enables them to plan around the children's individual interests and learning needs. The kindergarten has in place a range of policies and procedures to support their good practice which are freely accessible to all parents. Information about the kindergarten is provided in several different languages to ensure that all parents and children feel included and involved. Newsletters are sent out regularly to parents to keep them informed of any changes, events or activities being undertaken. Children are able to self-select resources as they are stored in boxes within their reach and labelled with both words and pictures. This promotes their independence and enables them to make choices about what they play with. Children's developmental files are freely available to parents so that they are kept fully up to date with their children's learning and development. The kindergarten staff have good links with practitioners of other settings that children attend and the exchange of information about their interests and learning and development needs ensures continuity. The out of school and holiday club provides children with a safe and secure environment where they can play whilst their parents are working.

The kindergarten has a clear range of policies and procedures in place to support their good practice and ensure that all children in the Early Years Foundation Stage are fully supported in their learning and development. Parents are invited to join the 'friends of the nursery' to provide feedback on the activities, care and learning that the kindergarten provides for their children. This is used to implement positive changes or suggestions to support and update the action plan to improve practice, policy and procedures within the kindergarten. The views of all staff, parents and children are sought to ensure that the kindergarten meets the needs of the service

users and to ensure that staff are fully supported in their training and development.

The quality and standards of the early years provision and outcomes for children

Staff ensure that children are well cared for and that their individual dietary and health needs are fully met as children are provided with a range of healthy foods for snacks. All meals provided by parents for their children are stored appropriately, ensuring that their health and welfare is a high priority. The kindergarten has in place effective policies and procedures that promote children's health and medical needs. Children have access to physical play each day. They access the outside play area and use large play equipment to promote their physical development well, however, they are not always allowed to make choices about when they access the outside play area. This can limit their independence. Children know that they need to wash their hands before eating and after using the toilet. This helps them to develop an understanding of good hygiene practices and learn how to keep themselves healthy. Children are taken on outings within the local community to develop their understanding of the world around them and their environment.

Children are fully supported with transitions as they move through the different rooms within the nursery. This guarantees that their individual capabilities are provided for on a continuous basis in readiness for when they start school. Children help at tidy-up time and this encourages them to learn about being responsible and caring for resources and their environment. They are learning to share and take turns with resources and activities and communicate well with each other. Through effective questioning by staff they are developing their thinking skills. All children have access to books which they are learning to handle carefully and understand that words are meaningful. Children have opportunities to solve problems as they experiment with volume and they fill and empty containers during water play in the outside play area. Older children self-register on arrival; they find their own name card and enjoy listening to stories read to them by staff which supports their early reading skills and develops their understanding of literacy. Some older children can recognise the letters in their names and some are able to write their own names. When talking about their names, they are able to count how many letters there are in their own names which shows that they are developing good skills in numeracy. Babies are provided with a range of pop-up and push button toys; toddlers enjoy using the paint program to create colourful pictures and older children enjoy playing games on the computer and are developing good mouse control. All these activities help to develop children's understanding of technology and staff ensure that resources are maintained safely and that they are suitable for the children's differing abilities. Toddlers are provided with a range of materials to create spiders; they glue string and coloured paper and then paint them black. This develops their imagination, creativity and dexterity as they use tools to apply the glue and paint.

Children undertake a range of activities to support their knowledge on the beliefs of others throughout the year. Children have access to an excellent range of

resources that reflect positive images on diversity to help develop their understanding on other cultures. Resources and equipment are labelled in a variety of different languages to maintain children's links with the language they speak at home. Children have access to a range of dual language books and some staff are attending training to learn basic words in children's home language. This effectively ensures that all children feel included, understand what is going on around them and are able to participate fully in the activities available. Children have access to a wide range of resources in the outside play area to support their learning however, they have limited access to books and resources to develop their reading and early writing skills. Staff undertake regular observations on children in the Early Years Foundation Stage and they record the activities they do and what they achieve. The next steps in their learning are clearly identified and they are linked to the six areas of learning which ensures that their ongoing progress and development is fully supported.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met