

Little Stars Kindergarten

Inspection report for early years provision

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Inspector

Anne Archer

Setting address

Newton Bromswold and Court Memorial Hall, Rushden
Road, Newton Bromswold, Rushden, Northamptonshire,
NN10 0SP

Telephone number

07835600806

Email

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

Little Stars Kindergarten was registered in 2001. It is privately owned and operates from Newton Bromswold and Court Memorial Hall in the rural village of Newton Bromswold in East Northamptonshire. The kindergarten has use of a large hall and associated facilities and a secure outdoor play area. Sessions run from 9.15am to 1.15pm each weekday during term times. Children attend from surrounding villages and towns. The kindergarten may support children who have special educational needs and/or disabilities and those for whom English is an additional language.

The kindergarten is registered on the Early Years Register to take a maximum of 12 children at any one time. There are currently 18 children on roll, of whom 11 receive funding for nursery education.

Two adults work with the children, both of whom hold relevant childcare qualifications. The kindergarten is accredited with the Pre-school Learning Alliance Aiming for Quality scheme and provides support to other settings on behalf of the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Little Stars Kindergarten provides an excellent environment where children's welfare and learning needs are met to the finest detail. The owner and her staff enjoy supporting children's learning and they ensure that they do it in a very safe yet stimulating environment. All aspects of the kindergarten are outstanding and capacity to maintain these high standards is excellent as the adults constantly seek out training and literature to develop and improve their understanding of the genre.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- maintain the continuity and coherence of each child's learning experience by continuing to explore ways to encourage other providers of the Early Years Foundation Stage to share information with parents and each other to further support successful delivery of the framework

The effectiveness of leadership and management of the early years provision

The owner of Little Stars Kindergarten is passionate about the pre-school experience she provides for all children attending the setting. Robust recruitment

and induction procedures ensure she has the right calibre of staff to help her provide an outstanding learning environment for all children who attend. All aspects of safeguarding from obtaining satisfactory clearances and references for relief staff to the child protection and collection procedures are clearly thought out and as a result successful.

All areas of the setting are risk assessed routinely when anything changes and daily checks of the premises and the equipment ensure children's safety. Adults help children to keep themselves safe by being exceptionally good role models and by pointing out potential hazards so that children can learn to make decisions about the kind of risks they may or may not take during their play. Any new equipment or toys children come into contact with are demonstrated to them to ensure they get the maximum benefit from them.

Children's good health is very effectively promoted as children learn why they wash their hands at certain times and how to do so efficiently to kill all bacteria before eating their snack or lunch. Hand washing facilities are also provided in the outside play area so that children moving from one activity to another may do so without transferring germs or debris. Procedures for caring for children when they become unwell or have an accident are excellent and well supported by use of a cool pack in the form of a favourite toy character which is kept in the refrigerator and can easily be fetched by a child helper when needed.

Equality and diversity is exceptionally well promoted. The owner has high aspirations for quality and a strong commitment to equality and diversity for all. The methods used to support children's learning and well-being consistently improve outcomes for children in relation to their starting points and capabilities. Positive behaviour management strategies are seamlessly implemented and significantly impact on children's well-being.

The effectiveness of the kindergarten's engagement with parents and carers is outstanding. Relationships are very positive and well established ensuring staff are fully informed of children's individual needs. Parents are frequently asked for their views which are taken into account when important decisions are being made. They are kept very well informed about their children's achievements, well-being and development through daily chats with their child's key worker, daily diaries where appropriate, regular progress reports, newsletters and open days. Parents are encouraged and enabled to contribute to their child's on-going assessment by sharing what they know about their child's progress and development although sometimes information from other providers of the Early Years Foundation Stage fails to get shared, which may affect continuity and coherence of care and learning. To counteract this occasional situation the owner and staff are arranging to visit other settings used by the children to find out if a face-to-face request might be more beneficial.

The accommodation used by the kindergarten is rented although well suited to its purpose. The provider has made the very best use of the space both inside and outside to maintain a stimulating learning environment in which all children make excellent progress. The recommendation from the previous inspection has been well met to improve outcomes for children and the provider is constantly on the

look out for new ideas and initiatives to further enhance children's learning potential. Resources are of a high quality, plentiful and imaginative and are used very effectively by staff to support all children's learning and development. The provider takes steps to ensure the resources and the environment is fully sustainable.

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

Children at this setting have great fun while developing and learning new skills which enable them to fulfil their potential in all areas of learning. Children show contentment in the surroundings yet are very eager to take part in the exciting activities on offer both indoors and outside. They make outstanding progress in their learning and development across all areas. Children make choices about the resources they use to develop their own play adventures. Spontaneous observations are assessed daily to plan for each child and ensure their progress is on target for them to meet their full potential.

Children learn about their personal safety and health through clear routines with the older/more experienced children supporting their younger friends such as when they point out a free wash basin. Children know to put on coats and boots before going outside to mix concrete in their play building site and that heavy physical play makes their bodies warm. When a child has a minor accident a friend kindly goes to fetch the toy character cool pack from the refrigerator to make it better. Children know to wear a hat when playing in the sand to protect them from flying sand. They use tissues appropriately and know when they are feeling unwell, such as when a child sneezes several times and says 'I hope I'm not getting a cold'. A child with a slight cough was encouraged to have a drink to stop the tickle.

Children are so absorbed in their play that they rarely step outside the kindergarten's boundaries and rules but when they do they quickly take notice again due to the adults' excellent child-management skills. All children play a full and active role in their learning by showing a great curiosity and desire to explore and learn. They play both independently and in small groups and can work together in harmony to complete a task. Such as when making concrete to stick the bricks together when building a wall, one child fetches water, while another operates the mixer as another uses a spade to stir the mixture. When a dinosaur attempts to get through the gate into the play area the children use the bricks to prevent access. When another child suggests that the dinosaur might be hungry, the bricks become sausages and the sand and water become gravy. Discussions follow, supported by staff, about the different types of dinosaur and children then wonder if their dinosaur is in fact a meat eater or perhaps herbivore and would prefer vegetables for lunch.

The outdoor play area overlooks farmland and children experience the seasons

through watching the events taking place in the fields. Whether it is cattle or horses grazing or ploughing or hay making they have lots of questions which, well supported by staff, they often work out the answers for themselves. Children listen attentively to stories, often joining in with favourites. They wait excitedly for their turn to select a toy out of the 'song bag' to decide which song or action rhyme the group will sing next. Children use programmable toys and play educational games on the laptop which provides them with ideas for new games and activities. All aspects of their learning at the kindergarten are providing children with outstanding skills for the future.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

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

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

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

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