

Kingston Kindergarten

Inspection report for early years provision

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Inspector

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Setting address

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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

Kingston Kindergarten was originally registered in 1993 has been operated by the current two joint proprietors since 1999. They also manage the setting which operates in a church hall in a residential area of Kingston upon Thames. The premises comprise of a large hall, a kitchen area, toilets, entrance hall, cloakroom area and access to an enclosed outside area.

The setting is registered on the Early Years Register to provide care for a maximum of 35 children aged from two years to the end of the early years age range. There are currently 28 children on roll. The setting is also registered on both parts of the childcare register. The setting operates between 9.00 am and 12.55 Monday to Friday during school term times. Wrap around sessions operate from 8.00- 9.00 am if required. Children attend the setting for the local and neighbouring areas. Most children attend on a full time basis. The setting supports children with special educational needs and disabilities and children who speak English as an additional language.

The staff team comprises of seven staff including the two proprietors, who have National Vocational Qualifications Level 4 in childcare. Four staff members are qualified to NVQ Level 3 and one member of staff is qualified to NVQ Level 2 and is currently working towards NVQ Level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The dedication, experience and commitment of the joint proprietors, and their staff team is reflected in the ethos of the setting where individual children's and families needs are at the centre of all they do. Partnerships with parents are highly effective resulting in committed parental involvement and participation in children's learning. Self-evaluation is effective in identifying what is working well and where development can be focused, demonstrating the high emphasis put on continual improvement. All requirements are met.

What steps need to be taken to improve provision further?

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

- continue to develop the use of the Ofsted self-evaluation form and quality improvement processes as the basis of ongoing internal review ? assessing what the setting offers against robust and challenging quality criteria

The effectiveness of leadership and management of the early years provision

The experienced, skilled and enthusiastic proprietors are passionate about what they do and dedicated to providing a caring and stimulating environment where children's learning is promoted very well. They provide excellent role models for their staff team, encouraging them to share their vision. Children are safeguarded and their welfare protected by the effective systems in place to ensure all staff are aware of child protection issues and are vigilant in protecting children in their care. Staff understand their individual responsibilities, the proprietor's responsibilities and the procedure to follow if concerns arise. The proprietors give high priority to all staff attending training in this area and are aware of their own responsibilities regarding rigorous recruitment and monitoring.

The premises are safe and secure and the available space is used creatively to provide a welcoming environment that has a calm and busy atmosphere. Play equipment and resources are organised to enable independent choice for children, and encourage free movement between the indoor and outdoor environments. Staff set out and put away most of the equipment and resources on a daily basis, as the premises is shared with other users, when the setting is not operating. Risk assessments are used effectively as part of the daily routine, to monitor safety on the premises and on outings and the required record is maintained. Staff are well deployed and effective in their monitoring of safety and supervision of children. The required documentation is in place, clearly maintained and well organised.

Partnerships with parents are highly effective. Their involvement in the setting and knowledge of their child is highly valued and used as the foundation for planning. Ongoing involvement is encouraged through daily discussion and parents recording their child's interests and things they may have been doing at home, on the parents planning tree. Staff use this information as a focus for discussion and activities, for example, children's interest in pirates resulted in an impromptu treasure hunt, where 'treasure' was hidden around the setting. Information relating to children's development is recorded in individual learning journeys and illustrated with descriptive observations, photographs and examples of children's creative work. Children's next developmental steps and how they can be supported in working towards these are identified. Parents and children contribute to the learning journeys in the form of observations and quotes from children. Parents enthuse about the setting and praise the staff. Many parents choose the setting through recommendation. Some parents refer to their children wanting to come to the setting as soon as they wake up and others parents comment how quickly their children who are new to the setting, have settled. Children with English as a second or additional language are supported well in the setting. For example ideas such as, providing extra books in advance of a story that will be used in the setting, so that families can discuss the story at home, encourage the involvement and enjoyment of all children. Some parents have chosen the setting to return to for their second and third children and comment on how they have seen the setting develop over this time.

Self-evaluation is used productively, and has provided the opportunity for the

proprietors to reflect on the team's achievements and what areas they can focus on for the future. The setting has used the Ofsted self-evaluation form to review and evaluate their practice, although this has not been updated recently to reflect progress and changes. There is a strong commitment to developing skills and knowledge in the staff team through ongoing training, staff developing their own childcare qualifications and the setting working closely with the local authority advisors. Staff enjoy their work, and provide a good level of adult support, resulting in a balance of adult directed play and child initiated activities. The staff team's detailed knowledge of children's individual needs enables them to identify how they can best support children as they progress in their development.

Partnerships with other settings, such as, local schools are effective, particularly at the end of the school year when information is shared as older children are transfer to local primary schools.

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

Children arrive at the setting excited and are eager to see staff and their friends. They say good bye to parents and carers, separating easily. although many are new to the setting this term. They enthusiastically greet staff and their friends and immerse themselves in exploring activities and play equipment. An excellent range of play and learning experiences are provided and linked to children's individual interests. This results in children's learning and development being promoted very well in all areas, and helps children develop skills that they will use in the future. Children are learning to work well with each other and staff. They join in the greeting song at circle time holding hands with each other and staff as they sing. Children who are busy playing and choose not to join in, are supported by a member of staff sitting with them near the circle.

Children are busy and interested in their play, they move freely between the indoor and outdoor environments making independent choices about their play and learning. They behave well and are learning to share and take turns with favourite equipment such as the pedal cars. A clock in the outdoor area is used by a member of staff to explain to children when it will be time to change over and let one of their friends have a turn. They navigate space, steering and propelling the pedal cars with their feet and confidently balancing on scooters. Children excitedly refer to the 'turtle bus', a six seater push along transporter, that is stored in the outdoor shed and used to take younger children on outings in the locality.

Children concentrate as they use and explore office equipment. They press keys on the keyboard and talk about counting the numbers they can see on the keys. They operate the mouse and talk to each other about doing work. Children talk on mobile phones and slide part of the phone open and closed. They experiment with a hole punch, carefully positioning paper in the hole punch and pressing hard to make indentations in the paper. Children draw and mark make, handling pencils with increasing confidence as they use clipboards and 'take the register'. Children listen intently during story time, they enjoy and contribute to the story of 'the

Little Red Hen? that the local Vicar reads as part of a discussion about Harvest. She talks about the food children have contributed to a Harvest box and where different foods come from. Children excitedly join in the discussion and talk about tuna coming from the sea and refer to the hen in the story as having eggs.

Children demonstrate that they feel safe and secure, they laugh and giggle with their peers and show affection to each other and staff. Children's awareness of their own health is promoted very well. They understand the need to wash their hands before snack, use tissues to wipe their noses and are learning to dispose of them in the bin. Photographic reminders, displayed at child height, reinforce children's understanding. Children enjoy their healthy snack of fresh fruit. They choose when to have their snack and help themselves to drinks from their own individual drinking bottles that they bring from home. Younger children are learning from their older friends. For example they watch older children using tongs confidently to help themselves to pieces of fruit, and then experiment, manipulating the tongs themselves and successfully grasping a piece of fruit. Children bring their own packed lunch from home and enjoy a social time, sitting with their friends and staff to chat and eat their lunch at the end of the morning. Children demonstrate that they feel safe and secure at the setting, they enjoy each other's company and show affection to each other and staff.

Children learn about each other and the world around them through their play. They see a range of differences and diversity reflected in the environment in the form of photographs, books, displays, dressing up clothes and the toys and resources they use. A recent theme related to finding out about Australia where a child and their family are going to live.

Children behave well, good use is made of stories, to reinforce positive messages, for example children join in a familiar story about Barney, that reminds them to use 'please and thank you'.

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	2
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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