

# Kenton Kindergarten

Inspection report for early years provision

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**Unique reference number** EY403449  
**Inspection date** 15/11/2010  
**Inspector** Victoria Vasiliadis

**Setting address** 387 Kenton Road, Kenton, Harrow, Middlesex, HA3 0YG

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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*.

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## Description of the setting

Kenton Kindergarten was originally registered in 1982 but was re-registered in 2010 by a new provider. It is located in a scout hall in Kenton, in the borough of Brent. The setting is open each weekday from 8.45am to 3.15pm. Children can attend a variety of sessions.

The setting is registered on the Early Years Register and a maximum of 30 children may attend at anyone time. There are currently 11 children on roll. The nursery currently supports children with English as an additional language and children with special educational needs and/or disabilities. There are four members of staff employed within the nursery and two hold appropriate early years qualifications. There is one member of staff working towards a qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happily spending time playing and exploring, and they make satisfactory progress in their development. However, the systems for observing, assessing and planning are not sufficiently sound to ensure that children's progress is adequately monitored. The setting has developing systems in place to evaluate their effectiveness and continue to work with the local authority to improve outcomes for children. Children are cared for in a safe and secure environment. However, risk assessments are not consistently conducted prior to outings taking place and written consent is not always sought from parents for the seeking of emergency medical treatment.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure written parental permission is requested, at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare) 30/11/2010
- carry out a risk assessment for each type of outing and review it before embarking on each specific outing (Safeguarding and promoting children's welfare) 30/11/2010
- maintain records of the information used to assess suitability to demonstrate to Ofsted that checks have been done, including unique reference numbers of Criminal Records Bureau disclosures obtained and the date on which they were obtained (Suitable people) 30/11/2010

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

- improve the systems for observing and assessing children's progress to ensure they are securely linked to planning and identify the next steps in children's learning and development.

## **The effectiveness of leadership and management of the early years provision**

Staff are secure in their knowledge and understanding of safeguarding issues and are aware of the procedures to follow should they have concerns about the children in their care. There are clear written procedures in place to support practice in relation to child protection. There are adequate procedures in place for the recruitment of adults working directly with the children, such as criminal records checks. However, the registered person and manager have not maintained records of all of the required information used to assess the suitability of those working directly with the children. The setting carries out daily checks on the premises and appropriate written records are maintained to ensure children are safe. The setting also conducts risk assessments when taking children on outings. However, these lack clarity and are not always reviewed before embarking on each specific outing. This has an impact on the children's safety and is legal requirements.

The setting has established sound relationships with parents, carers and others involved in the care of the children. Information is shared with parents informally at pick-up times and parents can access their child's records as they wish. There is information available to parents and carers about the Early Years Foundation Stage and the notice board displays some of the setting's policies and procedures. The setting has developed some links with the local school in which the children will attend. For example, they prepare transitional progress reports on the children. The setting has developed links with the local authority inclusion team in order to support children with special educational needs and/or disabilities. In addition, the setting provides children with a selection of resources that reflect diversity, such as dolls, dressing up clothes and books in dual languages. This helps to increase the children's understanding of the wider world in which they live.

The setting is beginning to monitor and evaluate the quality of the service they provide. They have identified some areas that they would like to improve, such as making the outside area safe for children to use. They also work closely with the local authority early years department, who regularly visit the setting and make recommendations. The registered person and manager have taken on board the recommendations made by the local authority and continue to work on areas that will improve outcomes for children.

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

Children are able to choose which resources they play with and spend periods of time busily engaged in their chosen activities. The children have access to range of good quality resources that are fit for purpose and which are easily accessible. For example, they are stored at the children's level which enables children to make choices in their play. There are some systems in place to monitor and assess the children's learning and development as the key person completes regular observations on their key children. However, observations are not consistently maintained on all of the children and next steps in the children's learning are not identified. Therefore the systems for observation and assessment are not securely linked to planning. As a result, children's progress is not suitably monitored to enable them to reach their full potential.

The children enjoy accessing a variety of musical instruments and explore the different sounds that are made when they use the instruments. The children learn about the wider environment as they acknowledge a range of festivals such as, Diwali, Eid and Christmas. Discussions take place with the children about how they celebrate festivals. For example, staff talk to the children about Eid and what food they will eat. In addition, children visit local places of worship such as, a church, mosque and temple. This increases their understanding of diversity and equality. Children receive lots of positive praise when they achieve something so that their self-esteem is promoted. They are learning to share and enjoy playing either by themselves, with or alongside their friends.

Children's problem solving and numeracy skills are supported by staff who help children to learn through practical everyday situations, such as counting how many bricks they have used to make their towers and when completing puzzles of varying difficulties. Children also enjoy constructing elaborate models using the wooden bricks. Children's competence in communicating, speaking and listening are developing appropriately. The staff talk to the children and encourage them to think for themselves. For example, discussions take place with the children about what they are making whilst playing with the moulding dough. They are provided with opportunities to mark make, draw and paint using a range of tools. Children are beginning to learn about technology as they see digital photos being taken of their art work or of themselves involved in different activities. This also leads to discussions about how photos can be sent to other mobile phones.

The staff are adequately deployed and suitably qualified to ensure the safety of the children. In addition, the children are learning the importance of staying safe. For example, children are reminded not to run whilst inside as they may hurt themselves. Regular fire drills also help children to understand what to do in the event of a fire.

Children are suitably supported in developing an understanding of adopting healthy lifestyles. For example, the staff talk to the children about the importance of looking after their teeth and the toothbrushes that they use at home. Discussions take place with children about the importance of washing their hands before eating

and after using the toilet, as there are germs on their hands which might make them ill. Suitable hygiene methods are also adopted by the staff to ensure children are protected from cross infection. For example, tables are wiped down with an antibacterial solution before children eat their lunch and children do not attend the setting if they are ill with contagious illnesses. Although children do not have access to an outdoor area on site, they regularly visit the park and go for walks. In addition, they develop their large motor skills as they use tricycles whilst indoors. However, children's health and safety is compromised as the setting does not consistently obtain written consent from parents for all of the children in their care, for the seeking of emergency medical treatment. This is a legal requirement.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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