

# The Kindergarten

Inspection report for early years provision

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EY279823

**Inspection date**

13/01/2011

**Inspector**

Caren Carpenter

**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**

The Kindergarten is one of two nurseries run by The Kindergarten Nursery Schools Ltd. The Kindergarten was registered in 2004. The setting operates from a church hall in Hendon, within the London borough of Barnet. The premises consist of a hall, kitchen and two separate toilets. The setting offers childcare places to the local and wider community. The setting also offers childcare places to children on the Barnet early years pilot scheme.

The setting opens each weekday for 48 weeks per year. It operates between the hours of 8.00am to 6.00pm and children may attend for a variety of sessions.

A maximum of 20 children aged in the early years age group may attend at any one time. There are currently 22 children in the early years age group on roll.

The setting supports children who speak English as an additional. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The setting employs three members of staff including the manager.

All staff hold appropriate early years qualifications. The manager holds the Montessori diploma qualification.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The kindergarten provides a very warm, nurturing and inclusive environment where children are settled and happy. Children are valued as individuals and feel a good sense of belonging with the setting. The effective partnership with parents and carers plays a key part in providing quality care and early education for individual children. However, parents do not yet contribute in planning the next step in their children's learning. The manager has a clear vision for the continuous development of the centre and is working effectively with staff to improve standards for children and parents.

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

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

- increase opportunities for staff to update their knowledge and understanding Safeguarding children issues
- further develop ways in which parents are supported and encouraged to contribute to planning the next step in their children's learning
- evaluate the activities to ensure that the learning intentions have been

effectively achieved to enhance children's learning experiences towards the early learning goals

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

There are clear policies and procedures in place to protect children from harm. For example, thorough recruitment and vetting procedures ensure that staff are suitable to work with children. Staff have good knowledge of safeguarding children and their roles and responsibilities in reporting concerns. However, staff have not updated their knowledge and understanding of child protection issues to fully safeguard children. Children's safety and security are paramount. Staff are vigilant in carrying out regular risk assessments and daily safety checks to ensure that children are safe in all areas of the setting.

The manager has a clear vision for the continuous development of the setting and effectively shares her ambitions for the nursery and is beginning to implement improvements to provide good quality care and education for the children. Good improvements have been made since the last inspection. For example, Staff have reviewed and have implement new planning systems using the observations of the children clearly indentifying the next steps in their learning which effectively inform future planning. In addition, children's development is well supported through ongoing observations, which lead to planning around their interest.

Children receive individual care and attention because the nursery operates an effective key person system and develop very close relationships with children's parents and carers. The manager is well supported by an established staff team who works extremely well as a team. There is active involvement of all the staff team in their staff meetings to discuss and contribute their ideas. Staff deployment is well organised to ensure children are fully supervised without inhibiting their play ideas. Children easily access the broad range of quality, interesting and stimulating resources, which enables them to initiate their own play experiences. Equipment is stored in low-levels units so that children are able to self-select and to help to tidy away. Well written policies and procedures securely underpin the setting practice and all are available for parents.

The setting promotes inclusive practice. Procedures for identifying and meeting any children's special educational needs and/or disabilities are in place and demonstrate how important liaison with the relevant agencies is in ensuring that all children are supported in reaching their full potential. The setting provides good support for children with English as an additional language. For example, they find out about key words used at home and use them effectively to communicate with the children. This helps the children to feel well settled and included. Equality is promoted by raising children's awareness of different lifestyles through celebrating festivals and special events from around the world. They access a selection of resources that reflect positive images of people from different cultures. This ensures that children learn to value aspects of their lives and the diverse society in which they live.

Partnerships with parents are good. The key person is effective in keeping parents well informed of their children's progress and the informal friendly approach enables parents to verbally share their knowledge of their children with the staff. For example, parents are required to provide written details about their children's interest and what they enjoy doing. This information is used effectively to plan for the children's learning and development. Parents are provided with their children's written progress reports and are encouraged to discuss their children's achievements with staff. However, parents are not yet supported to contribute to planning the next step in their children's continuous learning. Discussions with parents suggest that they value the care their children receive and are pleased with their learning and development. The manager has developed a strong working relationship with a local school, which assists children in making a smooth transition when they leave the setting.

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

Children are motivated, enthusiastic and are progressing well towards the early learning goals. They lead and direct their own play, make choices and grow in confidence. Children thrive because they receive individual care from a qualified team of staff who bring high level of knowledge and experience to their work. The planning of the learning environment is linked to the six areas of learning and enables children to play freely and spontaneously. Staff plan and provide a very interesting range of activities that captures children's interest well. For example, during an indoor physical activity children choose small beans bags to put on a large parachute and squealing with excitement they shake the parachute vigorously jumping up and down with delight as the bean bags bounce off the parachute. They excitedly take turns to sit under the parachute and show their delight as the parachute gently falls covering them over.

Staff undertake observations of the children and record their interest and capabilities. They plan for individual children with the use of observations and assessments. However, activities are not sufficiently evaluated to further enhance children's learning. Each child has a learning journey folder that is always accessible to their parents. This includes photographic evidence of their work and clearly shows their progression during their time at the group. Staff provide good support and spend quality time supporting and extending children's play and learning experiences. For example, staff sit with small groups of children encouraging and supporting them during an interesting range of activities that supports their communication, language, literacy and problem solving skills. Children eagerly count, match and identify numbers and letters. They count the numbers of bricks they use to build towers and match the number cards to their towers.

Children are developing their early writing skills, they have good opportunities to write for different purposes and have good access to a range of writing resources which they select independently. They have good access to a wide range of quality

books which they choose independently for pleasure in the book area.

Children have good access to use information and communication technology to support their learning and to help them develop skills that contribute to their future economic well-being. Children are provided with good first-hand experiences that encourage exploration, experimentation and critical thinking. For example, they observe baby chickens hatching in an incubator and learn about how they grow into hens.

Children are encouraged to develop a healthy lifestyle through the provision of healthy snacks that support their individual dietary needs. Children are offered a selection of fresh fruits daily and parents ensure that their children are provided with healthy and nutritious packed lunches. Children have good access to fresh drinking water which they can help themselves to when they are thirsty. In addition, the nursery is involved a project through the early years team that teaches children the importance of healthy lifestyle habits. For example, children are learning the importance of brushing their teeth daily and that regular exercise contributes to their good health.

Children have regular opportunities to visit the local park weather permitting and use a wide range of outdoor play equipment where they practise their large physical skills. They are developing a good understanding of personal hygiene. They are beginning to make good connection between participating in regular hygiene routines and maintaining good health. This includes regular hand washing after using the toilet and before snack times.

Children understand how to keep themselves safe from harm, by listening to staff talk about how to stay safe in the setting. For example, they know that they must sit at a table when using scissors and are developing an awareness of road safety during their trips to the local park.

Children are well behaved because they are actively engaged in the interesting activities provided which are aimed at their individual interests. They learn to share and take turns and are considerate of each other as they build friendships with their peers and share warm and caring relationships with staff. Staff regularly praise and use positive language which promotes their self-esteem and confidence.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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	2
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

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	2
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