

# Thomas Boughey Kindergarten

Inspection report for early years provision

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**Unique reference number** EY410517  
**Inspection date** 05/01/2011  
**Inspector** Sue Anslow

**Setting address** The Thomas Boughey Childrens Centre, College Road,  
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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**

Thomas Boughey Kindergarten is run by a charitable trust. It is situated within the Thomas Boughey Children's Centre, close to Stoke railway station in Stoke-on-Trent. Also on the premises are a nursery school class and a creche. The Kindergarten opened in 2005 and re registered in 2010 under the current ownership. It operates from three rooms on the ground floor of a purpose built Children's Centre. All the children share access to an enclosed outside play area. The Kindergarten is open each weekday from 7.30am to 6pm, for approximately 50 weeks of the year.

The Kindergarten is registered on the Early Years Register. A maximum of 56 children may attend at any one time. There are currently 72 children in this age group attending, most in part time places. The Kindergarten has a number of children with special educational needs and/or disabilities. They also support children who speak English as an additional language.

There are 13 members of staff, 12 of whom hold early years qualifications to at least Level 2. Three members of staff hold Early Years Degrees. The Kindergarten provides funded early education for three and four-year-olds and receives support from early years advisors and other professionals.

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

Overall the quality of the provision is good.

Thomas Boughey Kindergarten provides a creative and stimulating environment for children. The setting is committed to ensuring every child feels safe and secure, which provides a firm basis for children to make good progress in their learning and development. Children's individual needs are met extremely well as staff follow good routines to promote their health and welfare. Relationships with parents are valued highly. Work with other professionals in the local community provides a seamless link for the care and support of children and their families. The manager and her team of experienced staff work closely together to ensure the ongoing improvement of the setting, and have established good systems to support this to happen.

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

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

- involve parents in their children's learning and development

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

The safeguarding of all children attending the setting is treated with the highest priority. There is a comprehensive awareness of child protection issues among the staff team and the majority receive ongoing training in this area. The setting's collaborative work with other agencies is valued highly. A detailed and easy to read policy is given to parents when they first start, which explains the staff teams responsibilities with regard to any significant concerns. The policy is also displayed in each room, next to the telephone, and contains relevant contact details, should they be needed. Children are cared for in a safe, secure setting, where staff are deployed effectively to ensure children are well supervised. Children are further safeguarded by the settings robust recruitment, vetting and induction processes, which help ensure the suitability of staff who work with the children. Large, bright, airy rooms for each of the age groups, along with a good selection of interesting toys and resources, provide children with a warm and stimulating environment in which to play and learn.

The setting's good practices, procedures and policies are clearly understood and implemented by the staff team, and contribute to the safe and efficient management of the setting. A comprehensive risk assessment process supported by effective daily checking procedures, ensure that potential hazards are identified and minimised. The staff team work well together, supporting each other to ensure consistency of care for individual children. They demonstrate a commitment to promoting positive outcomes for children by developing their own knowledge through ongoing training and through their contributions to the setting's self-evaluation processes. The effective system of self- evaluation which also incorporates input from parents, children and other professionals, ensures all aspects of the provision are monitored and evaluated, therefore supporting ongoing improvement.

Staff have established positive relationships with parents, carers and other providers. A good level of information is gathered from parents when children first start, enabling key workers to respond well to their care needs. Staff exchange information verbally with parents at the beginning and end of each session and there is plenty of written information displayed to explain the Early Years Foundation Stage framework. However, children's 'learning journey' profiles are not easily accessible to parents, and staff have highlighted this as an area for ongoing development.

Each child is recognised for their uniqueness and staff encourage all children to value differences and diversity, through activities and sharing information. For example, parents and carers are invited into the setting to share information, with staff and children, about their cultural practices and language. Good systems are in place to support children with special educational needs and disabilities and for children who speak English as an additional language. A number of the staff team speak Asian languages, enabling families to feel supported and understood as they explain their children's interests and preferences when they first start. Staff eagerly participate in any specific training to support children with disabilities or complex

medical needs. Resources and activities are adapted to encourage the inclusion of all children. Strong relationships have been established with other providers, particularly the leaders of the nursery school and creche in the same building, as well as a number of local schools in the area. This serves to promote consistency and continuity in the children's care and learning.

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

Children make good progress in their learning and development because every member of staff has a good understanding of the Early Years Foundation Stage. Key workers know their children very well because they make regular and useful observations of what children can do. They evaluate these against the six areas of learning to identify children's next steps of learning. Staff make good use of their observations to plan appropriate activities based on children's interests and abilities. A range of activities are set out each day in each of the three group rooms, to interest and excite children's imaginations and curiosity. They can, however, choose something completely different from the shelves or boxes arranged at low levels for easy access. Children in the toddler and preschool groups are able to move freely between their rooms and the outside play area throughout the day. They can also pop in to each other's rooms for a short time if they wish. Babies have frequent access to a separate outdoor area shared with children using the creche. The good range of equipment in all rooms means children are supported to make progress in all areas of their learning, regardless of where they prefer to play.

Children's independence is promoted very well. They are able to make decisions about their play and take resources into other areas. For example they can sit at the table playing with different puzzles or small world toys, wearing a selection of dressing up clothes. They can take pencils and paper into the home corner to write their shopping lists or menus. The inclusion of newspapers and magazines in the book corner leads to a variety of different activities. Good levels of support from staff and effective use of questioning whilst children play, encourages children's language skills and learning about colours, numbers, shapes and sizes.

Photographs of the children are used to illustrate daily routines and different activities such as bathroom routines and teeth brushing. Dual language labelling and picture cards enable children who speak English as an additional language, recognise familiar objects and know what is going to happen next during the day. Children confidently use the computer and regularly access other computerised equipment such as the interactive white board and digital cameras, which supports their ability to use information technology. Excellent use is made of natural play materials to enhance children's experiences and excite their imaginations. They sit in a 'house' constructed of cardboard to read their books, nestle off to sleep in cots surrounded by dark netting or chop up 'real' vegetables to make dinner in the home corner.

Every child's welfare needs are given close attention. Warm and caring

relationships with the staff help children to feel safe and secure in their surroundings. They learn about possible dangers and how to keep themselves safe through routines such as fire evacuation procedures and road safety drills when out and about. Good hygiene practices across the provision help to minimise risk of spreading infection and children learn quickly about washing their hands before meals and after using the toilet. A well balanced menu of meals and snacks are provided throughout the day and fresh drinking water is always available. Children behave very well; they receive high levels of attention and are engaged in interesting activities. During group activities they learn to share, take turns and respect the needs of others, supporting the development of skills they will need 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

<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	1
The effectiveness of safeguarding	1
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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