

Singlewell Kindergarten

Inspection report for early years provision

Unique reference number

EY341738

Inspection date

19/01/2011

Inspector

Linda Coccia

Setting address

Gerald Miskin Memorial Hall, Hever Court Road, Gravesend,
Kent, DA12 5EG

Telephone number

07983 514454

Email

annhicks@yahoo.co.uk

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Singlewell Kindergarten opened in 2006. It operates from two rooms in a community hall in Gravesend, Kent. There are separate kitchen and toilet facilities. Children have access to a secure outdoor play area. It serves families from the local community and surrounding area. The Kindergarten is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 33 children aged from two years to under five years on roll. They all fall within the early years age range. Nursery education funding is available to three- and four-year-old children. The Kindergarten opens five days a week, from 9.00am until 11.45am for 38 weeks of the year. An extra extended session is available on a Wednesday when children can stay until 3.00pm. Children attend for a variety of sessions. The Kindergarten has procedures in place to support children with special educational needs and/or disabilities and children who speak English as an additional language. There are seven members of staff (including the provider) who work with the children; of these, six members of staff hold a recognised early years qualification to National Vocation Qualification level two or above.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The provision provides good quality care for children and is outstanding in helping children to feel safe within the setting and in promoting equality and diversity. Overall, the needs of all children are met. The provider has addressed a number of recommendations from her last inspection. This shows that the provider is able to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- strengthen the children's observational assessments to show that next steps are being clearly identified and that they are used in leading future planning.

The effectiveness of leadership and management of the early years provision

The kindergarten is well organised. The provider has a good range of written policies and procedures, a number of which are specifically to safeguard children. For example, the recruitment and vetting procedures are rigorous and robust. All staff have current Criminal Records Bureau checks. The staff have a good understanding of child protection issues and are aware of the procedures used

should a child make an allegation against one of them. Regular risk assessments are carried out on the premises and the toys. The provider and her staff also risk assess self-care procedures used by the children, for example, allowing children to take themselves to the toilet. Children show they are proficient in self-care. All regulatory paperwork is well maintained, such as the accident and attendance records. Parents are provided with information regarding how to make their concerns known and the complaints log has no entries. Therefore, individual children's well-being is promoted. The provider has completed a good evaluation of her provision using comments from staff, parents and children. This has enabled her to make future plans for improvement. The kindergarten's resources are plentiful, including a functional outdoor play area which children can free flow into, each day throughout the year. The provider uses local amenities well enabling children to get to know their local community. For example, the children visit the local elderly care home to sing songs to the residents. The provider also regards her staff as a valuable resource. She encourages them in their professional development and in attending child-related courses and workshops. Staff are warm and welcoming to children enabling children to build very secure relationships with their individual keyworker.

The provider has some excellent policies and procedures in place to promote equality and diversity with the children. She has considered the different learning needs of boys and girls. She provides differing opportunities for boys without excluding the girls, for example, allowing children to make their own camps and dens and providing for plenty of physical play. Children who may have additional needs both in learning or development are very well supported by the kindergarten's Special Educational Needs Co-ordinator (SENCO). She is proactive in setting up individual care needs for children. She works closely with parents keeping them and all staff informed at every stage. Excellent procedures are also in place for children who speak English as an additional language. Each staff member has a set of laminated written words to enable them to interact with the child. Parents from different cultures and religions are regularly consulted to ensure their child feels valued. Children have excellent opportunities to learn about each other's differences. The provider has good procedures in place to promote partnership working with other agencies and provisions. For example, the provider knows how to access the services provided from local children's centres. Regular visits take place between the provider and the reception and head teachers of the local primary school. Currently, no children attend any other care provision. Parents' written comments about the provision can be found in a variety of records, such as the children's unique journey records and the regular questionnaires which are sent out to them by the provider. Lots of information is provided in the provider's welcome pack and on the walls of the main playroom. Parents indicate they are very happy with the service being provided; they feel the provider and her staff are very approachable. Parents enjoy discussing their children's progress. Children receive good consistent care.

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

Children and parents are welcomed warmly onto the premises. Children are eager to play and quickly become absorbed in their chosen activities. Any new children who show distress are quickly comforted by their keyworker or buddy keyworker. All the children know the staff's names. Children often call out to their keyworker to show them what they have been doing and to gain acknowledgement of any achievements. Photographic evidence shows children taking calculated risks as they play. For example, they may jump from the top of the outdoor climbing frame onto safe, soft matting. Their expressions show jubilation as they pick themselves up. This shows that children feel extremely safe in the setting. Children are able to choose their own activities from the range available. New storage units allow children easier access to the toys. There is a good balance of adult-led and child-initiated activities and children are able to opt out of the adult-led ones if they want. For example, during registration time those children who do not want to participate have to play quietly so that the others can listen. Children have choices. Children are proficient in self-care and can readily explain why they need to wash their hands or what they should do when the fire bell is rung. Children know procedures.

Children use the book area well. Children elect to look at books by themselves and any offers by staff to read stories are readily accepted. The children also enjoy story time when the local librarian visits. All children are encouraged to participate in small group time with staff where they have concentrated time for letter recognition or number work. The older children particularly enjoy these sessions. Again, no child is excluded if they want to join in. Children enjoy a good range of craft activities. The craft trolley contains lots of different mediums and implements allowing children to develop their creative side. For example, there are small hole punches which produce smiley faces and hands, ink stamps in a variety of shapes and colours, and different foil paper and sticking implements. The garden provides lots of opportunities for problem solving and experimentation. For example, there are tubes and pipes which when put together in the correct order allow cars to roll through without getting stuck. There are other physical play activities, such as regular visits to The Forest School which helps children to learn about nature, the weather and working together as a team. Children are able to operate weighing scales, push button music and number pads and play mobile phones. Children are developing good skills for the future as they are keen and interested participants. Children use equipment well and enjoy their play.

The children's unique journey records are initiated by information received from parents about children's capabilities and interests. Staff regularly observe the children and assess any progress. However, it is not always clear why the next step has been selected or how children's individual next steps are included in the activity planning. It is possible through the provider's monitoring to see that most children are making good progress towards the Early Learning Goals.

Children are adopting healthy lifestyles. They are offered food which is healthy and nutritious at snack time. They butter their own toast and have choices of at least

two types of fruit. They have access to water throughout the session. After snack children clear away their plates and are proficient in washing and wiping them up. Those children who stay for lunch have food provided by their parents. Parents are provided with information to help them provide nutritional food. Growing activities in the garden help children understand where food comes from. Children also know they must wear sun hats when playing in the garden when the sun is strong and parents have provided permission for sun creams to be administered to children. Children practise good hygiene procedures. They readily explain why they should use tissues and where to dispose of them safely so as not to spread germs. Children have opportunities to engage in physical play and to learn about the effects of physical exercise on their bodies.

Children play well together and are co-operative with staff. Although many children do have their particular friends, they also mingle well within different groups of children. Children understand that they must help put away toys when they have finished with them. Staff relate tidying-up to avoiding accidents in order to encourage the children to think about safety. Staff remind children about saying 'please' and 'thank you' to adults and each other. Children are learning social skills. Children show confidence in their play and are able to approach visitors and instigate conversations. Children learn about acceptable behaviour.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	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

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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