

Nazarene Kindergarten

Inspection report for early years provision

Unique reference number	403573
Inspection date	07/03/2011
Inspector	Shaheen Matloob

Setting address	Southend Street, Daubhill, Bolton, BL3 3PU
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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

Nazarene Kindergarten opened in September 1976 and operates from three rooms within The Church of the Nazarene. It is situated in the Daubhill area of Bolton and serves the local and surrounding community. All children share access to a secure, enclosed outdoor play area. The kindergarten is open each weekday from 9.00am to 4.00pm for 48 weeks of the year.

The kindergarten is registered on the Early Years Register and a compulsory part of the Childcare Register. A maximum of 30 children aged under eight may attend the kindergarten at any one time. There are currently 58 children attending within the Early Years Foundation Stage some in part time places. The kindergarten currently supports a number of children with learning difficulties and also some children for whom English is an additional language.

The nursery employs eleven members of staff, including two staff who provide cover for the lunchtime period. All of the staff, including the manager, hold appropriate early years qualifications to at least Level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time in the well organised and well resourced setting and make good progress in their learning. Outcomes to promote their health and safety are good and children are effectively safeguarded. Positive and mutually respectful relationships with parents and others ensure that children's needs are met and ensure continuity of care and learning. Children's individuality is recognised and nurtured by a good staff team who are motivated and work well to meet children's needs and promote positive attitudes towards diversity. The setting has self-evaluation systems in place and staff have identified aspects of the provision for future development. Their enthusiasm, commitment and the improvements made since last inspection provides a sound basis for continual improvement.

What steps need to be taken to improve provision further?

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

- improve the current systems to establish children's starting points and tracking progress to ensure that there is no under achievement and provide appropriate challenges for gifted and talented children
- develop self-evaluation and reflection systems to identify key strengths and devise action plans to identify challenging priorities for future development which will improve outcomes for children and the provision overall.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a high commitment to promoting children's safety and involve them in the risk assessment process. Detailed and comprehensive risk assessments ensure that hazards to children are identified and managed well. Robust vetting procedures ensure that all adults are suitable to work with children. Staff have a good knowledge of child protection issues and the settings procedures to record and report concerns with relevant agencies in the event of a concern being raised about a child's welfare or safety. The manager and staff have high expectations and staff share their enthusiasm to seek further improvement.

Positive steps are taken to monitor children's progress and provide appropriate challenges for gifted and talented children. However, these tracking systems are newly introduced and as yet are not fully embedded. Children learn other languages and have first hand experiences of playing with African drums and the church organ. Staff arrange for visitors and parents to come into the setting and to talk to children about their culture and sing songs in other languages. A meaningful range of resources, the celebration of festivals and positive images ensure stereotype views are challenged and children learn to value diversity in others, making a positive contribution to society. Children have also created a Chinese restaurant and takeaway to promote Chinese New Year.

There are effective channels of communication between providers and other agencies to ensure that children are supported at an early stage and continuity of progression, care and learning is promoted. The setting use the Ofsted self-evaluation form alongside parental questionnaires to seek their views and evaluate the effectiveness of their practice, although this is largely undertaken by managers and generally provides an accurate diagnosis of it's strengths and areas for development. These are not rigorous in terms of how outcomes for children and the overall provision will be improved as a result.

Staff have highly positive relationships with parents and receive good quality information about the setting. They are kept well informed about children's progress and achievements through daily communication, written records and an annual parents evening. Additionally, the effective key person system is used well to act as a bridge between home, kindergarten and external agencies to share important information. Successful arrangements involve parents in supporting their children's learning and development. Staff value parents as the first educators and draw upon their knowledge and expertise about their children in planning for future learning. For example, they discuss and agree the next steps in children's learning and provide tailored information about how parents can support this. Alternatively parents also record the skills and knowledge they want their children to gain or develop. These very positive relationships promote children's well-being and enrich their experiences. In return, parents comment that staff are excellent, a mixture of youth and experience and they are very happy with their child's progress and have made the right decisions by sending them to this kindergarten.

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

Staff have a secure understanding of the Early Years Foundation Stage and use an effective key worker system to support children to achieve good outcomes. Children make good progress in their learning and development, including children with additional needs and those who speak English as an additional language. A systematic approach is used to make detailed observations and assessments and these along side children's interests are used to inform mid and short-term planning. Planning is of a good quality, using information from children's learning and development records and highlights next steps for individual children and ensures that they receive enjoyable and challenging experiences across the areas of learning. Detailed evaluations of focused activities are used to measure their success and ensure that learning objectives are being met.

Children are increasingly self-confident and display a strong sense of belonging as they leave parents with ease and have positive relationships with each other and staff. They readily engage in conversation with each other and adults, explaining how they enjoy coming to kindergarten, how they "like the cars the best" and explain in great detail about their favourite toys at home and how they work. Children develop and apply good skills appropriate to their age in communicating literacy, numeracy and information & communication technology. They understand daily routines and associate a sequence of actions with these, such as when the bell rings, its time to tidy up. Children also develop a sense of time as staff talk about the number of days in terms of how many sleeps they have had.

Children show a keen interest in computers and use a range of equipment that incorporate technology, such as tills, phones, CD player and calculators. They acquire skills in operating the computer and use the mouse and keyboard to interact with age appropriate software. Children learn to recognise numbers, colour, shape and the days of the week through the daily welcome. Staff promote simple mathematical language and encourage children to identify the shape of the week by counting the number of sides and to investigate and see if they can see triangles within the play areas. Children use name cards to recognise and link the letters of the alphabet in their name, some children hold a pencil correctly and write their names where all the letters are formed correctly.

Children benefit from the well-organised, safe environment. They confidently choose resources and take responsibility for helping to tidy up. They show a good sense of how to keep themselves and others safe, explaining how to hold and use scissors safely otherwise you could go to hospital. They also pick toys up off the floor, knowing that they must not stand on toys because they will break and that will make them sad. Fire evacuations are practised regularly to include all children and staff and detailed records are kept of these. Children clearly understand the fire evacuation procedure and confidently explain that they have to go out and know that it is pretend and that they can't come back in because they will get burnt. Children have a strong sense of security and trusting relationships with staff, who they are confident to confide in. For example, they say that they feel

safe at kindergarten and that the aunties look after them.

Children show a good understanding of healthy lifestyles, independently accessing tissues to wipe their noses and catching their coughs in their hands. They adopt good personal hygiene routines and understand the importance of these because of germs and how these will go in your tummy and make you poorly. This is further promoted as children are provided with a wide range of healthy and nutritious snacks which children enjoy. They access water through a drinking fountain as they need and through snack time to remain hydrated. They understand that water is better for them than fizzy drinks, which will make their teeth fall out. Parents provide lunch and given advice about providing healthy foods and these are stored appropriately. Children are active and understand the important benefits of physical activity. They have daily access to outdoor play and use a range of toys and resources to gain physical skills. Staff encourage them to learn about 2 and 3D shapes, such as circle and sphere as they engage in a game of football, taking turns to score goals. Children recognise the effects of physical activity on their bodies and explain how their hearts beat fast after running.

Children have increasing confidence and their self-esteem is raised through praise and rewards for their good behaviour and following the golden rules. Children have a very good understanding of the behaviour management systems and confidently explain that when they have tidied up a lot, you get ten pennies and you can chose a toy. Staff use positive strategies to manage a range of children's behaviour that promotes their welfare and development and in return, children understand that being kind and sharing is good and are consistently well behaved and polite.

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	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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

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	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