

Oakenshaw Kindergarten

Inspection report for early years provision

Unique reference number	205139
Inspection date	10/03/2011
Inspector	ISP Inspection
Setting address	Oakenshaw Community Centre, Castleditch Lane, Redditch, Worcs, B98 7YB
Telephone number	0778 798 8189
Email	
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

Oakenshaw Kindergarten is a privately owned pre-school which opened in 1980. It operates from one main room in a multi-purpose community centre within the Oakenshaw area of Redditch. Children have access to an enclosed outdoor play area and have occasional use of a large hall for physical activities. The setting is open each weekday during term time only. Opening times are from 9.15am to 3.45pm on Mondays, Thursdays and Fridays and from 9.15am to 1pm on Tuesdays and Wednesdays.

The kindergarten is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children may attend the setting at any one time. There are currently 31 children aged from two to under five years on roll, some in part-time places. The kindergarten currently supports a number of children with special education needs and/or disabilities.

There are five members of staff, four of whom hold qualifications to NVQ Level 3 or higher. One member of staff is qualified to degree level and has achieved Early Years Professional Status. The setting provides funded early education to two, three and four-year-olds and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

This highly effective kindergarten provides exemplary levels of support and learning for all children. Absorbing activities, both indoors and outside, ensure children are highly confident with a passion for learning. Safeguarding arrangements are outstanding and high levels of support are provided so that all children achieve a healthy lifestyle. Inclusion is threaded through everything the setting does and arrangements for supporting children who have specific needs are exceptional. The kindergarten takes a full and active role in developing links with outside agencies and other professionals and partnerships with parents are extremely positive. Those in charge are forward thinking, evaluative and provide exceptional leadership and management.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- extending and developing further the ways in which staff support children's learning styles and fascinations, particularly in relation to boys.

The effectiveness of leadership and management of the early years provision

Safeguarding arrangements are outstanding and reflect the consistently high quality practice achieved in all areas. Staff have a comprehensive awareness of safeguarding issues and receive regular top-up training. Protocols and practice for making referrals and sharing information are exemplary and include working proactively and effectively with key agencies. Children's safety and well-being is significantly enhanced by the robust and effective implementation of policies and procedures, including those for such things as vetting, recruitment and handling complaints. Risk assessments and safety checks are carefully implemented to ensure all children are safe, including those with special educational needs and/or disabilities.

High levels of inclusion are evident throughout the kindergarten and this is reflected in the extremely successful arrangements made to work across different agencies and services. Staff take great care to understand and learn about the particular needs of each child and are extremely alert to the early signs of need that can lead to later difficulties in learning. For example, they use the observations of parents and outside professionals to fully develop a detailed picture of each child's strengths and needs. They work proactively with different agencies to access specialist training and resources, when necessary. This close collaboration, combined with effective strategies, ensure staff are able to break down barriers and be proactive over accessing the help children need. Many innovative ways of working have been developed using such things as photographs and visual aids. These are making a significant difference to the learning, development and life chances of many of the children attending the setting. Children's different learning styles and interests are known and some good work is being done to build on the particular interests of both boys and girls. Activities such as outdoor play, den building and exploration activities are supporting the fascinations of boys, although, there is room to do more in this area to ensure that all staff know how to fully support this.

Those in charge of the kindergarten provide exceptional leadership and management. Careful monitoring linked to regular reviews and high levels of reflective practice have been central in driving forward improvements and developing a high quality service. The kindergarten's lead professional is proactive in helping staff to use new and innovative ways of working and the joint owner/managers are confident that all staff will make the most of these. The setting's experienced and well qualified staffing team work effectively together. They are particularly skilled in knowing how to support each child so that they grow in confidence and feel important. For example, an achievement board is used to celebrate the new things that children have learnt, such as cutting with scissors, colour matching or putting on their own shoes. This is displayed prominently so that both children and their parents become proud of the progress being made. The partnership with parents makes a significant contribution to the outstanding outcomes achieved for their children. There are very effective settling-in routines and this ensures smooth transitions from home to the setting, removes barriers to involvement and reassures parents about how children's individual needs will be

met. Parents are kept well informed at all times and feedback is gained, both formally and informally, through such things as parent questionnaires, comment books and discussion. These are then acted upon and built into the kindergarten's plans for the future.

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

All aspects of children's learning and development is promoted to an exceptional level so that they gain enormous satisfaction in learning and practising a wealth of new skills. Children thrive and are excited by their learning environment. Highly developed learning opportunities, specialist equipment and resources help all children to play an active part in their own learning. Children show great curiosity, want to explore new things and are inquisitive. They play and learn independently and alongside their friends and are developing the personal qualities that enable them to concentrate and take responsibility for small tasks. For example, they line up in readiness to move to other parts of the building and know how to sit quietly at appropriate times and listen carefully to others. Outside learning is a real strength and adds richness to children's exploration and physical play. Careful planning, close observation and effective assessments ensure personalised learning is achieved for each child.

Children behave extremely well, cooperate and help each other. Clear and consistent boundaries are set and children make choices and suggestions for what they want to learn about next. Positive praise and encouragement are constantly given through descriptive words and actions, such as 'well done', clapping or cuddles. These ensure that children develop high self-esteem and understand how to play and mix successfully with others. Children's play is purposeful and creative so that they learn effectively. They sing, dance and make up their own imaginary games with enthusiasm and use puppets and props to act out their own version of their favourite stories. Children's communication skills are particularly well supported through signing, gestures and visual clues. These help all children to share their ideas, say what they want and join in with conversations. Stimulating projects and challenging activities encourage children to succeed in all areas of their learning. For example, they investigate the wildlife in the near-by woods, hunt for bugs with magnifying glasses and chase bubbles around the garden. Four-year-olds are confident in using numbers, language and technology. For example, they confidently count as they build with large boxes and often take photographs of what they are doing, then help staff install these onto a computer. They are carefully prepared for their transition into full time education by highly supportive staff who understand and share their strengths with local schools.

All children show an extremely strong sense of security and safety. This is particularly evident in children whose movements are limited. Close supervision and the use of specialist equipment support this and other children act with care and sensitivity around those who are less mobile. Boundaries are set to keep children safe, without limiting their access to exciting learning opportunities, such as exploring in the local woods. Safety rules and the reason for them are carefully

explained, so that children learn such things as how to handle scissors safely or to peddle their bikes with care so that they do not bump into their friends. Positive health messages are threaded through the setting's daily routines and are further highlighted by the use of pictures, symbols, songs and reminders. These ensure children develop the skills and understanding they need to live a healthy lifestyle. For example, they sing a hand washing song, choose to eat healthy foods at breakfast time and thoroughly enjoy being active in the garden or woods.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
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	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
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	1
The extent to which children develop skills for the future	1

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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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