

Blossom House Kindergarten

Inspection report for early years provision

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22/03/2011

Inspector

Lynn Smith

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

Blossom House Kindergarten was registered in 2000 and is privately owned and run. It operates from a self-contained bungalow in the village of Stratford St. Mary, Suffolk. Two fully enclosed gardens are used for outdoor play. The kindergarten is open from 8am to 6pm, five days per week throughout the year.

A maximum of 35 children under eight years may attend the kindergarten at any one time, all of whom may be in the early years age range. There are currently 42 children on roll. The kindergarten supports children with special educational needs and/or disabilities and children who are learning English as an additional language. This provision is registered by Ofsted on the Early Years Register and Compulsory part of the Childcare register.

The kindergarten employs eight members of staff. All of whom, including the manager, hold appropriate qualifications to at least Level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

This setting provides for children's welfare, learning and development needs to an exemplary standard. Every child matters and is paramount in the day-to-day operations. Staff demonstrate extensive knowledge of the children in their key groups and generally of the children attending. They are firmly committed to striving for improvements and have excellent systems in place to enable them to continuously develop. Partnerships in the wider context are extremely effective and provide excellent provision to ensure progression and continuity of learning and care.

What steps need to be taken to improve provision further?

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

- reviewing the organisation of meal times to ensure every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs and promotes independence.

The effectiveness of leadership and management of the early years provision

Robust systems are in place to ensure that all children are well-protected and safeguarded. The setting ensures that all staff are provided with relevant safeguarding training through external trainers or through in-house workshops.

They demonstrate secure knowledge of their individual responsibilities, as well as the settings' policies and procedures. All staff working at the provision are appropriately vetted for suitability and proof of their checks are held on file for easy access. Children play and learn in an extremely clean, safe and secure environment as staff conduct daily safety checks. Each member of staff has a role for the day, which includes taking responsibility for a particular area of the kindergarten.

The leadership and management's commitment to embedding ambition and driving improvement is excellent. Staff are provided with superb opportunities to progress their personal development and to follow training needs which will benefit their work within the setting as well as enable them to follow their own interests. Staff, parents and children are actively involved in the settings' self-evaluation processes and have superb opportunities to provide feedback about activities, daily operational issues and about future plans for the provision. Staff are actively encouraged to be reflective and to evaluate their own work, as well as the work of colleagues and senior management as they participate in peer review exercises.

Staff deployment within the provision provides excellent opportunities for the children to be fully supervised at all times. The high adult to child ratio ensures that every child's needs are effectively met and that children are superbly supported in their play and learning. Children have extremely good opportunities to safely self-select toys and play materials as they are effectively presented on well-labelled low-level shelving. Staff demonstrate superb commitment to regularly updating their childcare knowledge through training and are extremely well-supported by the management of the setting to enable them to follow their studies through. Systems are firmly in place to ensure that the setting is extremely inclusive. Every family's home backgrounds and differing needs are acknowledge and staff ensure that the children's individual needs are well-met.

The setting works extremely closely with parents and extended family. Documentation, which is kept to an exemplary standard, provides parents with excellent information about the setting. Parents are very actively encouraged to be involved in their children's learning as they have good opportunities to view their children's development records and the key group reflective learning journals that record projects the children have been interested in over a period of time. Superb systems are in place to enable the setting to work effectively with other settings that work within the Early Years Foundation Stage. Effective working with local schools aids a smooth transition for those children leaving the Kindergarten to begin their school life.

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

Children are provided with excellent opportunities to participate in exciting and fun activities that enable them to explore learning across all areas. They

enthusiastically make choices over their play and learning and become very independent young people from an early age. They thoroughly enjoy listening to stories and excitedly join in with favourite songs and rhymes. The kindergarten provides children with superb opportunities to become involved in both planned and free play during their day. They are also able to participate in dancing classes held in the local village hall and French lessons. The introduction of a 'Forest School' at a nearby wood facilitated by fully trained forest school practitioners, provides children with excellent opportunities to explore learning in the open-air. Children decide what materials and resources they want to take to the woods each session and discuss with staff how they are going to use the equipment. Children are actively involved in risk assessing the area, to check for safety and to decide where the boundaries should be for that day. They are involved in helping staff to determine the boundaries with rope. They make dens from large sheets of material, collect leaves and other items of interest to fill containers, make marks and pictures in the earth with sticks. They are able to extend this by participating in making small fires on which they cook their snacks. Children return from their two hour forest school session excited, enthused and ready to tell anyone new about their exploits and how they have explored in the woods.

Children are extremely safe within this provision as staff follow rigorous risk assessments and daily safety checks. They behave in ways which demonstrate that they are aware of safety issues and understand how to keep safe and secure. Children are very confident and move freely around the provision, independently accessing the toilets and wash hand basins and the outdoor classroom. Extremely robust policies and procedures ensure that children learn about habits that promote their health and well-being. They talk knowledgeably about foods that are good for them when they sit together as a family group and enjoy the wholesome and nutritious meal prepared for them. At present children have excellent opportunities to develop independence at snack time as they help to make sandwiches and cut their own fruit, however, due to the recent introduction of cooked meals, this practice is encouraged less during lunch time.

Children are extremely settled within the provision. They excitedly enter the setting knowing that they will quickly become engrossed in fun and stimulating play and learning opportunities. Their self-esteem is extremely well-promoted as staff offer constant praise and encouragement and tailor their behaviour policy to meet the individual needs of all of the children attending. Children are provided with superb opportunities to learn about other people's differing needs as the setting has extensive equality and diversity procedures, that are put into practice by all staff. Extensive resources throughout the kindergarten enable children to learn about other people and to develop positive attitudes towards them. The excellent range of activities provided for children and the proficient knowledge of staff ensures that children make excellent progress in their learning. They develop secure skills for the future. For example, they communicate extremely effectively from a young age. Many of the children are writing their names and forming recognisable letters and numbers in their mark-making. Parents comment that many children are beginning to read simple words in the books they bring home from the setting. Vast improvements have been made with regards to children's language ability as the setting implements many activities and learning skills introduced through their

involvement in the 'Every Child A Talker' programme.

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	1
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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