

# Blundellsands Kindergarten

Inspection report for early years provision

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| <b>Unique reference number</b> | 310399   |
| <b>Inspection date</b>         | 29/03/2011   |
| <b>Inspector</b>               | Michele Villiers   |
| <b>Setting address</b>         | Blundellsands Road West, Blundellsands,, Liverpool,<br>Merseyside, L23 6TF |
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| <b>Email</b>                   |  |
| <b>Type of setting</b>         | 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

Blundellsands Kindergarten is run by a parents' committee and was registered in 1996. It operates from a purpose built building situated in the Blundellsands and Crosby area of Liverpool. The setting is accessible to all children and there is a fully enclosed area available for outdoor play.

The setting is registered on the Early Years Register. The kindergarten opens Monday to Friday during school term times and is open from 8.45am until 3.15pm. The setting also runs a breakfast club from 8am until 8.45am. Children are able to attend for a variety of sessions. A maximum of 40 children may attend any one time. There are currently 75 children attending, some of whom attend part-time. All children are within the Early Years Foundation Stage. The kindergarten provides funded early education for three- and four-year-olds. Children with special educational needs and/or disabilities and children who speak English as an additional language are supported.

The kindergarten employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at Level 3 or above. The manager is a qualified Pre-School teacher and she holds the Early Years Professional Status.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

All children make significant gains in their learning and development. The educational programme is extremely well organised and good systems are in place to monitor the children's progress. The playrooms are vibrant and stimulating, and children receive motivating support from staff. Excellent partnerships with parents and other professionals help ensure the children's individual needs are consistently well met. The children display high levels of confidence and sense of belonging as they play in a safe and inclusive environment. The management successfully embeds continuous improvement and uses rigorous evaluation systems to identify future plans.

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

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

- build on the systems used for obtaining initial information about the children's abilities when they first start through regular two-way flow of information with parents.

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

Safeguarding children is prioritised. Comprehensive policies, strategies and procedures are followed, and two designated staff members oversee child protection issues. The rigorous recruitment procedure and ongoing training ensure all staff are suitable and qualified. Good standards of hygiene are maintained to help prevent the spread of infection, and risk assessments minimise any potential hazards. Excellent systems are in place to help children develop a strong sense of belonging. For example, photographs on 'Making friends', and 'All about me' are displayed, and children draw images of themselves, and write captions about 'why It's good to be me'.

The staff have an exceptionally good understanding of how children learn. They create a welcoming environment with good deployment of toys, and innovative activities. All staff attend ongoing training and work well as a team in order to provide optimum support for all children. This clearly has a strong impact on the quality of the provision and children developing skills for the future. The manager closely monitors the provision and is highly committed to promoting an inclusive practice.

There is a robust evaluation process that involves the views of staff, children and parents, helping to ensure ongoing improvement. The recommendations from the previous inspection have been successfully met. The operational plan has been updated and excellent systems introduced for sharing information with parents. The manager is proactive in forging links with other professionals and extensive information is provided for parents to ensure good continuity of care. Family involvement is very much encouraged. Regular parents' evenings and meetings are organised, and parents enjoy social occasions, such as, barbecues and help to refurbish the outside play area.

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

The children thoroughly enjoy their play. Staff use good planning and provide an excellent balance of play opportunities. The children's independence is promoted particularly well. On arrival they self-register and at snack time they pour their own drinks and help to serve food. They collect their coats for outdoor play, and independently learn to toilet themselves. The children demonstrate a keen desire to participate in all activities. They play well alongside each other, taking turns in role play, such as, making drinks and taking orders in the 'cafe'.

The children's progress is monitored through rigorous assessment. Extensive information is documented about their achievements and identified next steps. Parents receive guidance on the children's 'Learning Journey' and may review their child's reports at any time and add comments. The staff use observation of the children to build upon initial profiles. Parent questionnaires are also completed when children first start. However, these do not clearly identify the children's

abilities in their areas of learning in order for staff to use the information in the start up profiles.

The children develop extremely well in their communication, language and literacy. They enjoy looking at books, listening to stories and re-enacting the story using props. Discussion times are organised, and children practise their writing skills, making menus and taking orders in the pretend 'Tea Room', and mark-making whilst drawing and painting. Throughout play children count, learn to problem solve and recognise numerals. They discuss size and shape, and learn about volume, when filling containers with water.

Excellent outdoor activities enable children to explore and use their investigative skills. They examine mini beasts, and natural materials, such as, leaves, cones and shells. Energetic physical activity and play outside are part of the continuous provision, fostering the children's health and well-being. They excitedly climb 'The telly tubbies' grassy hill, crawl through the tunnel, and manoeuvre wheeled toys around cones. Wet suits and wellington boots enable children to play outside in all weathers, and there is a large undercover area.

The environment reflects diversity, helping children learn to respect each other and accept differences. They celebrate festivals, and have weekly lessons in Spanish and French. Excellent support is provided for those children requiring additional help and each child is recognised as having unique qualities. The children learn about the importance of healthy food. At snack time children tuck into a variety of sliced fruits, and innovative activities reinforce their understanding. For example, they set up a fruit and vegetable shop and price their goods. They display colourful posters and pictures, and hand out information leaflets to parents on healthy eating. Parents take home cards with stickers and record the fruit and vegetables their children eat at home. Children are taught to be safety conscious during play and through focused activities, such as, road safety and fire evacuation. Excellent systems are used to prepare children for transition into school, and the good support provides them with a strong sense of security.

## 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

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|--|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 1 |
| The capacity of the provision to maintain continuous improvement                                     | 1 |

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

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|--|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 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

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|--|---|
| 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

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| <b>Outcomes for children in the Early Years Foundation Stage</b> | 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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