

# Woodlanders Kindergarten

Inspection report for early years provision

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**Unique reference number**

106282

**Inspection date**

17/06/2011

**Inspector**

Ruth Thrasher

**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**

Woodlanders Kindergarten is run by Ashburton Family Services, which is a registered charity. It opened in 1999 and operates from a former school building in the centre of Ashburton in Devon. Children have access to three play rooms and associated facilities, including enclosed outdoor play areas and a garden. The kindergarten opens each weekday during term-time from 9.15am to 3.15pm, with sessions for children aged two years on Tuesday, Wednesday and Thursday mornings; care is also provided during some school holiday periods. The kindergarten also runs a Forest School for pre-school children at a nearby country park, on three afternoons a week.

The kindergarten is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 52 children aged under eight may attend at any one time; there are currently 72 children in the early years age group on roll, some in part-time places. The kindergarten supports children with special educational needs and/or disabilities, and children who learn English as an additional language.

There are 10 members of staff who work with the children; of these, nine hold early years qualifications to at least Level 3. There is also an administrator and a finance officer. The kindergarten provides funded early education for three- and four-year-olds.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Overall, children make good progress in their learning and development in a safe and welcoming setting. The staff team are enthusiastic and professional and review their practice to identify areas for development, which shows a good commitment to continuous improvement. Children benefit from a spacious and flexible environment that is well resourced to support their learning. The kindergarten staff work well with parents and other agencies to ensure all children are included and their needs met.

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

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

- consider further enhancing staff's knowledge of safeguarding issues and procedures
- develop further opportunities for children to be independent in their learning, such as increased involvement in the planning of activities to reflect their personal interests and experiences

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

Children's safety is given a high priority within the kindergarten through effective risk assessments and regular safety checks. There are robust vetting procedures in place to ensure the suitability of staff who work with children. Any visitors or adults who have not been checked are not left alone with children. The manager and deputy have both completed advanced training in safeguarding. There is evidence that staff knowledge in this area is effective in ensuring children are appropriately safeguarded, although some staff have not had recent update training.

The managers and staff show good drive and ambition to improve the provision. They evaluate their practice by reviewing aspects of the Early Years Foundation Stage guidance at staff meetings. They also have a development plan in place for the kindergarten. They have identified areas they would like to improve, such as reviewing the information they have about children's achievements to ensure they are effective in narrowing the achievement gap. Staff are encouraged to complete further qualifications and training, for example, a staff member has completed a foundation degree and another is working toward this.

The kindergarten is very well resourced. Equipment is used imaginatively to ensure children have an environment that interests and challenges them. Children are cared for in three main areas; two rooms are used for pre-school children, with those due to start school having some separate sessions and the other room is used for two-year-olds. This ensures that children's individual needs are effectively catered for according to their age and stage of development. Staff are deployed well to support children's learning and communicate effectively to provide continuity for children as they move between groups.

Staff work hard to ensure all children are included and encourage children to develop an understanding of diversity through activities that are meaningful and relevant. They work well in partnership with other agencies to support children with specific needs, such as speech therapists and educational psychologists.

There are good links with other providers delivering the Early Years Foundation Stage to support continuity in children's learning and development. Funding has been secured to enable one of the kindergarten staff to spend time in class with the children when they start primary school, to aid transition.

Parents and carers speak highly of the kindergarten and value the commitment and approachability of the staff. They receive good amounts of information about the provision and their children's progress. They are provided with a comprehensive prospectus, home-link books and reading record books. There are regular opportunities for parents to contribute information from home and be involved in identifying areas for their children's learning and development.

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

Children achieve well in all areas of learning because activities are well planned and organised. They have opportunities to make choices and decisions in their play, both indoors and out. Children access the garden areas directly from some rooms; staff ensure they put on appropriate clothing and enjoy active play outdoors whatever the weather. Children learn how things grow as they enthusiastically pull up the weeds in the vegetable garden, filling the wheelbarrow. Others develop their physical skills, while riding with a friend on a double seat tricycle.

Children receive good support to develop their knowledge of number and simple calculation through action rhymes such as 'Five Currant Buns'. Staff use everyday activities to encourage children to talk about numbers; for example, counting on their fingers the number of pieces of toast they had for breakfast. Children take part in many creative activities using a variety of tools and media, such as painting cardboard tubes with rollers. They listen with great attention to stories read to them, both as a group or individually; for example, one child takes a book outside to share with an adult. Children develop their understanding of the world around them by collecting and studying mini-beasts, watching caterpillars turn into cocoons and tadpoles grow into frogs.

Children learn to keep themselves safe through topics such as 'People who help us' with visits from police officers, health visitors and doctors. They make props to help learn about road safety. A promotion on healthy eating encourages children to try different foods in their lunch boxes. They have healthy choices at snack time and help themselves to fruit, rice cakes and a drink. Good hygiene is promoted as staff remind children to wash their hands before eating.

Children receive lots of praise and encouragement to promote positive behaviour and develop their self-esteem. They receive stickers for helping tidy away the toys, build a wall of 'Wow moments' for special achievements, and share special things with their friends at 'Show and Tell'. They learn to value diversity and be tolerant of differences through activities such as joining in a familiar rhyme with a parent who speaks another language and learning some simple words in that language.

Children's individual interests are taken into account in the planning of some activities and daily session plans show the focus for particular children. Key persons know their children well and ensure they receive appropriate support and challenge to extend their learning, so that each child's individual needs are met. Sometimes the children help decide on the activities they want to do as a group, such as making masks. Each child's achievements are recorded in large scrap books that detail their 'Learning Journey'.

Overall, children are developing good skills for the future through various opportunities to make decisions and take responsibility for their learning. For example, they frequently use the computer independently, using simple

mathematical programs to match shapes or design a birthday cake.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	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
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### Outcomes for children in the Early Years Foundation Stage

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