

Adam and Eve Kindergarten

Inspection report for early years provision

Unique reference number	137267
Inspection date	11/07/2011
Inspector	Sandra Jeffrey
Setting address	29 South Eden Park Road, Beckenham, Kent, BR3 3BQ
Telephone number	020 8777 8703
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*.

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Description of the setting

Adam and Eve Kindergarten registered in 1996 and is a privately-owned Pre-School in Beckenham. It runs from a single storey, purpose-built and dedicated building adjacent to a residential house, where one of the owners lives with her family. The local area is mainly residential, with a mixture of state and independent schools in the vicinity. The setting has its own dedicated outdoor play area and is also permitted to use a large field behind the house, which belongs to an independent school. The kindergarten is open, term time only, Monday to Friday from 9.15am to 12.30pm, except on a Tuesday, when the opening hours are from 9.15am to 3.45pm.

The kindergarten is registered on the Early Year Register. A maximum of 14 children aged from two to the end of the early years age group may attend at any one time. There are currently 18 children on roll, all of whom attend for a variety of sessions. The kindergarten supports children who have special educational needs and/or disabilities and those who speak English as an additional language. The kindergarten is in receipt of funding for the provision of free early education and receives support from Bromley Early Years Development and Child Care Partnership.

There are four members of staff who work with the children; including the two principals. One of these has gained Early Years Professional Status. The remaining principal and one other member of staff hold appropriate early years qualifications and the fourth member of staff is working towards an early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive due to the exemplary care they receive within the rich learning environment. All aspects of their welfare and development are promoted to a high standard and consequently children make excellent progress in their learning and development. Partnerships with parents, carers and others involved in the care of the children are excellent overall and make a significant contribution towards the children's well-being. Children are safe and their individual needs are fully supported by the dedicated, caring staffing team. Ongoing self-evaluation of the provision, incorporates the views of the children, the parents and all staff members and as such, ensures there is a high capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- looking at additional ways to make sure parents are fully informed about the policies and procedures followed within the kindergarten.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are robust and the comprehensive policies and procedures regularly reviewed. This ensures that all staff are fully aware of their responsibilities in relation to protecting children. To enhance children's safety further, all staff attend regular training in relation to safeguarding concerns. Risk assessments are routinely carried out, as are daily checks of the premises. Staff respond quickly to minimise any identified risks, so as to maintain a safe environment for the children. Children display an excellent awareness of safety issues and understand how to keep themselves safe. Policies and procedures for the safe and efficient management of the provision are comprehensively written and implemented successfully.

Children's learning is significantly enhanced by the excellent use of high-quality resources, and a rich and stimulating learning environment. In addition to excellent use and deployment of resources, staff also fully support the children's learning and development. They enthusiastically encourage children to actively take the lead in their learning and ensure children have opportunities to enjoy activities that particularly interest them. Staff work extremely well together as a team and have a common sense of purpose, to ensure that all children have the opportunity to achieve to their full potential. They see themselves as facilitators of each child's learning journey and provide them with exciting opportunities that both challenge and interest them. As a result, outcomes in children's achievements and well-being are met extremely well.

Children benefit from a setting where equality and diversity is extremely well supported. Staff ensure they have in-depth knowledge and understanding of each child's individual needs, through excellent partnerships with parents and carers. They value the vital contribution parents make to their child's well-being and development. There is a continual free flow of information which contributes significantly to children's progress and well-being at the setting. Staff encourage parents to contribute to their children's learning and development and provide reports at the end of each term about the children's progress. Parents are welcome to access their children's development folders at any time and are formally invited in to discuss and review these in June of each year. Parents' comments during the inspection visit show that they are extremely happy with the service provided overall. However, although some useful information is displayed for their reference, parents cannot always recall the information available. Partnerships with other providers and other agencies involved in the care and development of the children are also extremely well established and ensure children benefit significantly from continuity of care and learning.

The management team is exceptionally dedicated to their work and are passionate

and enthusiastic about the running of the kindergarten. They set themselves extremely high standards which are embedded in all areas of their practice. For example, there were no recommendations set at the previous inspection, however, the principals have devised their own action plans which they constantly review and evaluate in order to continuously enhance the already excellent service they provide.

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

Children flourish extremely well in their learning and development, taking into consideration their starting points and capabilities. Staff support this process by carrying out regular observations and assessments. These are clearly linked to the various areas of learning and highlight children's next steps.

Children gain excellent skills for the future that enhance their self esteem and confidence and equip them with self-worth and self- belief, in preparation for school and for their future as a whole. Children settle exceptionally well upon arrival and go about their tasks with great confidence and purpose, including their initial task of changing their shoes. Many children can aptly undo and tie their own laces and all are secure in the knowledge that they will be afforded as much time as necessary to complete this and other tasks throughout the day. This empowers children to take responsibility for their own needs, whilst equipping them with the skills and confidence that help them to become independent and accomplished learners.

Children actively contribute to discussions, offer their opinions and negotiate with each other. Children take responsibility for tasks and make choices about where and with what they wish to play. This gives children optimum levels of confidence and self-motivation. Staff are skilled at empowering the children to take the lead in all aspects of their play. For example, during circle time children are actively encouraged to work things out for themselves. They are given time to think about what day of the week it is, by thinking back at the previous day. They are also expertly guided into working out the date by adding one to the previous days date. Children methodically count how many children are in attendance, confidently working out how many are girls and how many are boys. Children then look at extended numbers, with the most confident children being about to correctly indentify numbers up to 99. Children also have excellent opportunities to develop an awareness of the concept of time when they use timers to promote turn taking in the use of favourite toys and activities. These daily exercises give children optimum opportunities to master simple mathematic skills and prediction of time awareness.

Children work together very well. For example, for extended lengths of time, they draw roads and roundabouts with chalk when playing with the cars and scooters. They fully immerse themselves in their play as they transport various sizes of logs around the garden, using their own ideas and solving problems for themselves,

working at their own pace. This builds their self-esteem and confidence. The children's excellent behaviour is evident as they display high levels of co-operation with each other. They show high levels of confidence and value themselves and each other. Staff are very positive role models, treating the children and each other with genuine mutual respect and consideration.

Children enjoy listening to stories in groups and on their own with the aid of individual headphones. They also enthusiastically participate in rehearsals for the end of term production, clearly and confidently reciting the lines of their chosen characters. They are able to identify individual sounds of most letters and some connecting letters with growing confidence and aptitude. They have excellent opportunities to mark made and practise early writing skills.

Children demonstrate an excellent understanding of how to follow a healthy lifestyle. Their independence in personal hygiene routines is supported through highly effective hygiene practices. Children know to wash their hands after using the toilet and before eating so as to remove germs. Staff ensure children's individual dietary needs are sensitively met and give children excellent opportunities to learn about what keeps them healthy. They actively encourage them to eat nutritious snacks, including a selection of fresh fruit. Children also grow vegetables in the owner's adjoining garden, affording them first hand experiences of how to tend the growing plants. Children play outside every day, enjoying climbing on apparatus or running freely around the open spaces in the garden and field, developing their physical skills extremely well. They also have daily relaxation sessions when children lie quietly and follow audio instructions. They listen to, and control, their breathing as they allow their bodies to rest.

Children's understanding of diversity, similarities and differences are successfully supported by activities such as the celebration of a range of festivals and access to a meaningful range of resources, including many artifices stored in the 'Around the World Surprise box'. Children are actively encouraged to value their home languages, which is supported by the gift of dual-language books at Christmas. This gives children a strong sense of pride in their cultural identity.

Children learn about the world around them as they take part in the annual Royal Society for the Protection of Birds 'Big Garden Bird Watch', collect and study ants in the garden and climb trees in the local woods. This allows children to extend further the already broad range of opportunities they have to develop their physical skills in the garden, whilst also enabling them to take risks within safe boundaries. Children also have access to an excellent range of musical instruments, including many made from natural materials and of a multicultural origin. Children show excellent dexterity as they use these to simulate the 'wind shaking the trees' and the 'ice dripping on the ground'.

Children evidently feel safe and adjust well to their surroundings with excellent support from the staff who allow new children to settle at their own pace, offering as much support as individually required. The success of this was confirmed by parents during the inspection.

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

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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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