

Chelsea Kindergarten

Inspection report for early years provision

Unique reference number

EY414705

Inspection date

15/07/2011

Inspector

Carys Millican

Setting address

12 Chelsea Avenue, BLACKPOOL, FY2 0SU

Telephone number

01253596951

Email

chelseakindergarten@live.co.uk

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Chelsea Kindergarten is privately owned. It was registered in 2010 and operates from a converted dormer bungalow in a residential area of Bispham in Blackpool. Children have access to a baby room, the rainbow room, the sunshine room and associated facilities. There is an outdoor play space to the front and side of the setting.

A maximum of 28 children in the early years age group may attend the kindergarten sessions at any one time. Of these, no more than six may be under two years. There are currently 45 early years children on the roll. Children attend from a wide area. The kindergarten provides funded early education for three and four-year olds. The kindergarten is open Monday to Friday from 8am to 6pm, for 52 weeks of the year. The kindergarten supports children with special educational needs or disabilities and children who speak English as an additional language.

Chelsea Kindergarten employs eight members of childcare staff who hold appropriate early years qualifications. The owner and manager hold level five qualifications in Management and one staff member holds a National Vocational Qualification at level four. The kindergarten is member of the National Day Nurseries Association and is registered by Ofsted on the Early Years Register. The kindergarten has established strong links with the local schools and other childcare providers in the area. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their development and thrive in the care of qualified early years practitioners who meet children's welfare needs and continually build on their individual interests. Children play and learn in an inclusive, welcoming, interesting and stimulating environment, where they are kept safe and secure. A positive partnership is maintained with parents, carers and other professionals to ensure inclusive practice is promoted and that the sharing of information helps contribute to children's ongoing learning and development. Most record-keeping documents are clear and concise and ensure the smooth running of the kindergarten so children are safeguarded effectively. However, a breach in the specific legal requirements is made with regard to administering medication. The management and staff effectively use the self-evaluation process to highlight the setting's strengths and areas for improvement and they have a clear vision for future development.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- obtain prior written permission from parents for each

15/07/2011

and every medicine before any medication is given (Safeguarding and promoting children's welfare).

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

- ensure all rooms are maintained at a temperature which ensures the comfort of the children and staff, including non-mobile children
- encourage parents to become more involved in their children's learning and how they can continue to help with this at home.

The effectiveness of leadership and management of the early years provision

Children are kept safe, secure and effectively safeguarded through the practices engaged by the kindergarten staff. Robust safeguarding policies and procedures are implemented throughout the setting. The staff constantly update their knowledge in child-protection issues and clearly understand their role and responsibility for keeping children safe from harm. Detailed risk assessments are visible throughout the setting and daily safety checks are implemented. Therefore, children are kept safe indoors, outside, and on outings. Procedures are effectively implemented to ensure all visitors to the setting have their identity checked that their details are recorded and that they are supervised at all times. A mobile phone policy is stringently implemented. Most records and documents are clearly and concisely maintained. However, several medication forms are missing parents' signatures to give initial consent to the administering of a prescribed medicine. Therefore a breach in the specific legal requirements of the Early Years Foundation Stage is made. Staff keep a record of the details of named persons allowed to collect children and all emergency contact numbers are regularly updated. Children's safety is further assured through the use of suitable safety equipment throughout the setting. Doors and gates are secure so that children cannot leave the premises unsupervised.

The pre-school rooms and baby room are effectively organised to enable children to make sufficient choices and decisions in their play. The space and provision provide an excellent selection of resources and range of activities which cover all areas of learning. There are ample opportunities created for outdoor activities as older children can freely access indoors and outside in all weathers. Staff deploy themselves effectively to ensure that children are challenged and supported at all times as they play. The baby room is spacious, organised and attractive. However, the room temperature is not maintained at a comfortable level for children and adults.

Staff have a sound understanding of the Early Years Foundation Stage and the statutory requirements. They gather information from parents on registering their child about what children do at home and what children like and dislike. Staff continue the sharing of information through the use of home link books which contain the day-to-day care, activities and welfare needs undertaken by children. Staff encourage parents to add their own comments to this document. However,

there are limited entries made by parents. The staff speak with parents and carers throughout the day and recently produced a colourful email newsletter that was sent to all parents. The newsletter included some information about the forthcoming topics and activities. However, overall there is limited information shared with parents about how they can continue to help with their children's learning at home. Children's developmental progress records are available for parents, but not shared with parents on a regular basis. A wealth of visual and written information is displayed throughout the nursery, including the complaints procedure and several policies and procedures. Parents appreciate the welcoming atmosphere, the friendliness and the approachability of the staff. They know about the key worker system and value the relationship that builds up between them and the staff. Staff work closely with other professionals to ensure the learning needs and the interests of children are met. Children also benefit from the links established with the local schools children will attend to ensure there is a smooth transition process when starting school.

The management and staff are dedicated and committed early years practitioners, who work very well as a team. They have a clear vision for the future development and improvement of the setting. For example, they plan to improve the baby room facilities and further develop the outdoor play area. Training is high on their agenda. The staff training needs are continually addressed as part of regular staff appraisal and meetings which ensure staff's ongoing development is supported. They are confident about the strengths of the setting and acknowledge any areas for improvement in detailed action plans. Systems are in place to ensure parents, carers and staff are involved in the self-evaluation process. Staff meet regularly with development workers to review their everyday working practices, and parents are regularly consulted through verbal discussion, evaluations and questionnaires.

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

Children are happy, confident individuals who thoroughly enjoy themselves and have lots of fun. They benefit from the well-planned activities and play opportunities provided by qualified practitioners who understand how to build on children's interest. Staff have a good understanding of the Early Years Foundation Stage and use of the key person system to provide children with effective support to achieve good outcomes. Therefore, children make steady progress towards the early learning goals. The staff know their key children well and can explain at what stage of development they have reached, what they have achieved since starting, and what they plan to help them with next. This information is detailed in children's record of progress books. Staff complete regular observations and assess children's development and learning as they play. Staff then use children's individual interests to inform future planning. Children's artwork is creatively displayed on walls and in display cabinets, thus developing their self-esteem and sense of belonging. A range of pictorial instructions adorn the walls so children with limited speech or English as an additional language can follow routines easily. Resources are stored at low level, which aid independence, choice and decision-making. Positive images, dual language posters, resources and activities support children's understanding of the difference and diversity of the world around them.

Children are well behaved, confident and well mannered. They develop excellent relationships with the staff and this is also seen with other adults visiting the setting. Children love playing outdoors. They use their imagination as they play in the play house pretending to make tea. Children develop hand eye coordination and early writing skills in activities. They use brushes and rollers to mark make, using water on the fence and floor. Children explore and investigate in the garden. They talk about the vegetables and flowers they planted earlier in the year. Language is all around them, including outdoors where pictures and labels name birds and insects they may find. Children learn new words and problem solve in activities, for example, when completing large floor puzzles together. They sit and read stories in the shade and interact well with each other. Children begin to feel valued and show a sense of achievement as the staff constantly praise them during activities. Children's learning is skilfully promoted by staff using open-ended questions to extend learning and promote challenge as children play. Mathematical opportunities and children's language and communication skills are expertly promoted in all activities. Children learn simple Spanish words and phrases and enjoy circle time activities. They learn to listen to others and take turns in letter recognition games. Children recognise their own name on their name card and place it on the board when they have eaten their snack. Younger children's love of music and sound is supported. Music plays in the background and staff sing nursery rhymes and songs. Babies easily access a selection of resources that support their interests, for example, baby dolls, bottles and buggies, activity and interactive toys.

Children's healthy living and lifestyle is suitably supported. They enjoy dancing games and music and movement activities where they move different parts of their body. Children learn to take calculated risks, climbing steps and using the slide, and playing on the swings. They learn about keeping themselves safe as they play, for example, not to go too near the swings when people are on them and sitting on chairs properly at meal times so they don't fall. Children are provided with natural materials to investigate and experiment with, such as soil, sand and water. The resources and furniture indoors are mostly wooden, creating an attractive natural-looking play environment. Children learn about sustainability through recycling and growing things. They learn how to look after living things, for example feeding garden birds from the feeding station. Children's health and hygiene practice is promoted. Staff support younger children during hand-washing routines and encourage them to keep the environment tidy. Children are provided with healthy nutritious fresh fruit snacks. They also benefit from the social occasion created at mealtimes and their independence and self-help skills are encouraged. Children can independently pour their own drinks and access fresh drinking water at all times.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

