

Seymour Kindergarten

Inspection report for early years provision

Unique reference number	EY230750
Inspection date	08/08/2011
Inspector	Susan Lyon

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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.

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

Seymour Kindergarten was re-registered in 2003. The setting is privately owned and operates from a detached house in the Crumpsall area of Manchester. Children are cared for within three rooms located on two floors. There is a secure area available for outdoor play. The setting is open Monday to Friday from 7.30am to 6pm all year round.

There are currently 19 children on roll, of whom all are in the early years age group. The provision is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The setting supports children with special educational needs and children who have English as an additional language. There are seven members of staff, of whom all are qualified to level two, three and four. The setting receives support from the local authority Early Years Advisory Team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in the nursery. Staff have a secure knowledge of the Early Years Foundation Stage Framework. Observation and assessment arrangements are used well to help children make good progress in their learning and development. All children are included and their safety and welfare is generally promoted. Staff have positive relationships with parents which promotes continuity of care for children, and partnerships with other agencies is good. However, links with local schools are minimal. The setting demonstrates a strong capacity to evaluate their practice and continually improve the service provided.

What steps need to be taken to improve provision further?

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

- make a record of risk assessments clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) (also applies to both parts of the Childcare Register) 10/08/2011

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

- ensure fresh drinking water is available to all children throughout the day in order to promote their good health and well-being
- improve links with local schools in order to ease the transition for children leaving the setting to go to school and to promote progression and continuity of care and learning.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well because staff are qualified, vetted and have a good understanding of child protection procedures. Staff are fully aware of their roles and responsibilities in relation to safeguarding children. Parents are well informed of child protection procedures as policies and information are provided. Extensive measures create a mainly safe and secure environment and daily checks minimise hazards to children. However, a record of the risk assessments stating when it was carried out, by whom, the date of review and any action taken following a review or incident is not kept. This is a legal requirement which is not met. An emergency escape plan is in place and practised regularly with children contributing to their safety whilst on the premises. All written policies and procedures are in place to ensure the efficient management of the provision. Space and resources are organised well and staff are deployed effectively to enable them to respond to children's needs. The manager leads the staff team well by holding regular meetings. She motivates staff as she involves them in decision making and values their input. Staff are highly committed to bring about improvements as they regularly review and evaluate their practice as a continuous process. For example, a messy room has recently been created and circle time has been introduced. These improvements enhance the care and learning of children attending the setting. The manager clearly has a positive vision for the service as she identifies future improvements, using action plans, such as enhancing the outside play area and introducing staff appraisals.

Feedback is sought from parents and management act on comments received to bring about improvements. For example, following a request from parents, daily menus are now displayed. Staff are fully supported in attending on-going training to increase their knowledge and skills. Children benefit greatly as staff work closely with parents. For example, a two-way flow of information daily keeps parents informed of their child's care and well-being. Parents are welcomed into the setting and new children settle in at their own pace through visits. Parents are fully involved in children's learning and development through daily discussions and the sharing of children's files at any time they choose. New parents receive a wealth of information, including a comprehensive range of detailed policies. Valuable and relevant details regarding the uniqueness of each child are obtained from parents. This enables them to provide an individualised service. Children benefit significantly from the setting working effectively with other agencies, such as speech and language therapists. They invite professionals into the setting to fully support the delivery of individual development plans and attend regular review meetings to help all children progress and achieve. Information regarding children's progress is prepared and shared appropriately. However, links with local schools in order to ease the transition from the setting to school is minimal. This obstructs progression and continuity of care and learning for children.

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

Staff help children learn by consistently interacting with them and skilfully asking questions. They provide a colourful and welcoming environment covering all areas of learning. Staff find out what the child can do on entry to the setting and this information is used to establish their stage of development. Detailed observations help children achieve the early learning goals. For example, children make good progress in their personal, social and emotional development as staff encourage them to do things for themselves. Staff treat children with kindness and as a result children have fun and enjoy themselves in the setting. Children are active and independent learners as they freely choose resources and successfully help to tidy up. Good opportunities to explore natural objects and textures are provided for babies. Staff promote an inclusive service by changing and adapting activities to enable all children to fully participate in activities of their choice. Children's behaviour is managed positively through clear boundaries and explanations contributing to their confidence and self-esteem.

The children's communication, language and literacy is fostered well as children confidently use simple statements in social interaction, such as 'it's my mummy's' and 'I have an apron in my house' Babies happily babble and make sounds with their voices as they freely explore the environment and interact with staff. Children with English as an additional language are supported well as staff learn and use key words from the child's home language as well as helping them to develop English. Communication is supported well by the use of sign language by all children.

Children's knowledge and understanding of the world is promoted as they love to be outdoors. They excitedly run out to play and shout 'it's raining'. They show curiosity and interest in the world as they water flowers, smell the lavender and talk about the leaves falling from the trees. A good range of resources, such as ethnic dolls, dressing up clothes from different countries, the displaying of Polish, Urdu and German words help children become aware of the wider world. Children gain awareness of the cultures of others through planned themed activities. For example, they make lanterns for Divali, children enjoy Indian food at Eid and they make money pockets for Chinese New Year. Activities such as these encourage children to talk about similarities and differences and the reasons for these. This promotes positive attitudes to diversity.

Children develop an understanding of numbers as they count objects in daily routines. Children use number names in singing and babies enjoy action songs where they find their eyes and nose. Children use their imagination in art as they create drawings, paintings and collages. Staff help children learn how to keep themselves safe through appropriate discussions. Children show they feel safe as they move around confidently and benefit from fresh air and exercise every day. They play outdoors and move in a range of ways, such as running, climbing, crawling and playing football. This develops their physical skills and supports a healthy lifestyle. Good hygiene routines prevent the spread of infection. Children are provided with healthy food at meal and snack time. However, fresh drinking

water is not easily available for all children throughout the day impacting on their health and well-being.

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
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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

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report 10/08/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report 10/08/2011