

# St Marys Kindergarten

Inspection report for early years provision

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<b>Unique reference number</b>	226478
<b>Inspection date</b>	24/10/2011
<b>Inspector</b>	Karen Cooper
<b>Setting address</b>	St Marys Church Hall, St. Marys Road, Hinckley, Leicestershire, LE10 1EQ
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<b>Email</b>	
<b>Type of setting</b>	Childcare - Non-Domestic

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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).

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## Description of the setting

St Mary's Kindergarten opened in 1990 and is privately owned. It operates from the hall within St Mary's Church Hall in Hinckley, Leicestershire. The setting serves the local area.

The setting is open Monday to Friday during the school term. Sessions are from 9am until 12 noon. Children attend for a variety of sessions. A maximum of 26 children aged between two and five years may attend at any one time. Currently there are 21 children on roll, all of whom are in the early years age group. The setting is registered by Ofsted on the Early Years Register. It is in receipt of funding for early education places. The setting supports children with special educational needs and/or disabilities.

There are six members of staff who work with the children. Of these, five hold a National Vocational Qualification at level three and the one member of staff is working towards a relevant childcare qualification. 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 are happy and settled and have formed positive relationships with each other and staff. They have access to a range of quality toys and resources which help them to make good progress in their learning and development, although these are limited with regards to promoting disability. Good relationships have been established with parents and other professionals to ensure children's individual needs are well-met. The staff's good practice is supported by a range of generally effective policies and procedures which are shared with parents. Current systems for self-evaluation are not fully effective but the staff demonstrate a strong capacity for continuous improvement.

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

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

- obtain information about who has legal contact with individual children; and who has parental responsibility for them (Safeguarding and promoting children's welfare) 07/11/2011

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

- expand the selection of resources depicting positive images of disability to promote children's understanding of the differing needs of others

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

The staff have a clear understanding of child protection procedures and know how to implement them to safeguard the children in their care. They are proactive and have attended safeguarding training to keep their knowledge updated. Children are further protected by the clear and concise child protection and safeguard policy which the staff ensures is shared with parents. Rigorous and robust vetting procedures ensure that all persons who come in contact with children are suitable to do so. The staff are well-deployed resulting in a good standard of care. Children are cared for in a secure environment and written risk assessments are in place which are updated periodically to ensure any hazards are minimised. Indoor space is effectively organised creating a welcoming, stimulating and child-friendly environment which is light, bright, clean and well-maintained. Children's sense of belonging is fostered as they move around freely in the organised space to access resources independently. Children use a range of age-appropriate toys and resources that are of good quality and safe. The staff plan a vast variety of interesting activities which develops through the interests and play preferences of children. This ensures that children benefit from a good balance of child-led and adult-initiated activities.

Staff are caring and calm at all times and children learn to listen. Children benefit from the clear commitment from all of the staff at the setting to provide good quality care and education for the children. They strive to improve their practice, attending regular training and willingly taking on new initiatives and try out ideas. They work well together as a staff team and have a high regard for the welfare of the children. The good communication that exists between the staff team ensures that the effectiveness of the setting is monitored carefully and all staff show a strong commitment to improving outcomes for children. They regularly reflect on the service that they provide and have addressed the recommendations raised at the last inspection. However, self-evaluation methods are not yet fully effective to help identify strengths and priorities for improvement. Documentation is well organised and regularly reviewed to comply with requirements.

The staff have formed good relationships with parents and provides them with detailed information about the activities their children have undertaken on a daily basis. Children are encouraged to take their pictures, paintings and models home to share with their families. Clear written information about the service provided is given to prospective parents and the children's work displayed around the setting provides parents and children with a sense of belonging. However, information with regards to who has legal contact and parental responsibility for each child has not been obtained from parents to ensure children's welfare is fully protected. Effective settling in procedures enables parents to share what they know about their child and provide the staff with a good insight into their likes, dislikes and family life. Parents are encouraged to contribute to ongoing verbal feedback about their child's progress and are welcome and encouraged look at developmental records at any time, either on a formal or informal basis. The partnership with external agencies is well established. The staff share information with other early

years providers where children attend to ensure their individual needs are effectively met. The staff are committed to inclusion and are enthusiastic about undertaking training to ensure children's individual needs are met. All children are valued and their individuality respected.

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

Children are kept well occupied as the staff spends a lot of quality time with them, talking and playing with them to promote their learning. They enjoy their time at the setting and make good progress in their learning and development. The staff help the children to feel good about themselves by frequently providing positive support, praise and encouragement while managing their behaviour well. Children respond to the staff in a positive manner, for example, helping to tidy up and to stop and listen when they hear the sound of the tambourine. There is a good balance of child-led and adult-led activities as children are given time to develop their play. The staff's active involvement in children's play helps them to note preferences and these are used for planning activities. They clearly demonstrate that they know the children well and go to great lengths to find out what interests each child, how much they know and can do. They observe the children as they play and record their findings. The staff evaluate all of the activities provided, to ensure the planned learning intentions are being met. Consequently, every child receives a journey of self-discovery tailored to their individual needs.

Children display good independence, making decisions about what they want to play with as they move from one activity to another. They enjoy playing with a variety of programmable toys, salt dough, role play, dolls and looking at books. The environment is well-organised and child centred, allowing children to select their own resources and equipment from low-level open shelving units, cupboards and trolleys. Children have good opportunities to mark make as they have easy access to writing materials. They enjoy opportunities to join in craft activities, such as, marble printing, collage and junk modelling where they make boats from piece of wood and autumn pictures with leaves and wood shavings. Children enjoy listening to favourite stories and are encouraged to repeat familiar words and predict what might happen next to enhance their learning. Children are progressing well in their understanding of simple mathematics, the staff asks them to count the magic beans and each other at hometime. Children have good opportunities to develop their understanding of technology through the use of the computer and mouse and know how to use scales, binoculars and a telephone. These opportunities help children to develop skills for the future. They are learning to respect each other and play with a variety of resources that provide positive images of other cultures including books, dolls and puzzles. However, resources are limited with regard to helping raise children's awareness of people with disabilities. Children enjoy a healthy lifestyle with plenty of fresh air and gently exercise whilst playing in the close by school playground and regularly join in music and movement sessions. These opportunities help children to develop confidence to enjoy moving in with control, using their bodies in various ways as they bend and stretch, sing and dance to familiar songs.

Children learn about keeping themselves safe through the discussions and activities provided. They regularly join in fire evacuation practises to ensure that they know what to do in an emergency and learn how to cross the car park safely as they make their way to the school playground. Children are encouraged to follow good hygiene routines and know when to wash their hands. The use of liquid soap and paper towels ensures the risk of cross-contamination is reduced. There are good arrangements in place to care for children who are ill and all staff are trained in administering first aid. Children develop a good understanding of healthy eating, they are provided with a variety of nutritious snacks and are able to access fresh drinks throughout the session. Snack times are relaxed social occasions when children and staff sit together around the table to enjoy their food and each other's company. Staff are fully aware of each child's individual dietary needs and ensures these are met.

## 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

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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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