

# Hagley Primary School Kindergarten

Inspection report for early years provision

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**Unique reference number** EY428463  
**Inspection date** 09/11/2011  
**Inspector** Tracey Boland

**Setting address** Hagley Primary School, Park Road, Hagley, STOURBRIDGE,  
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**Type of setting** 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).

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

Hagley Primary School Kindergarten was re-registered in April 2011 and is based on the site of Hagley Primary School. Kindergarten is a part of HPS Care Limited. It operates from a self-contained area within the school. The Kindergarten serves predominantly the local area and has strong links with the school. There is also a Children's Centre on site. The Kindergarten is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday during school term times. Sessions are from 8.45am until 12 noon Monday Wednesday and Friday and on a Tuesday and Thursday from 8.45am until 3pm. Children are able to attend for a variety of sessions. The Kindergarten is registered on the Early Years Register and on the compulsory part of the Childcare Register. A maximum of 40 children may attend the Kindergarten at any one time all of whom may be on the Early Years Register. There are currently 47 children attending who are within the Early Years Foundation Stage. The Kindergarten provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs seven members of childcare staff. Of these, all hold appropriate early years qualifications and two hold qualified teacher status. The Kindergarten receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children enter the setting well and settle into the daily routine. Children make excellent progress in all aspects of their learning and development through the extensive variety of interesting and challenging activities that meet their individual needs. Children's welfare is continually promoted through the efficient organisation and effective safety practices that are an integral part of the day. Partnerships with parents and other professionals involved in children's lives are excellent. As a result children receive superb support specific to their individual needs. Effective systems are in place for self-reflection by staff and an evaluation of the service provided. This, alongside the views of parents and children enables staff to clearly identify strengths and areas for development within the setting for example, the outdoor learning environment.

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

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

- develop further play opportunities and experiences for children within the outdoor learning environment.

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

Leadership and management within the setting is excellent. The manager is motivated, enthusiastic and committed to the continual development of the service. Staff share her enthusiasm and ensure they continually enhance their practice and skills through ongoing training and development. Safeguarding and protecting children is seen as paramount and staff have an excellent understanding of their role and responsibility in protecting children from abuse and neglect. Comprehensive written policies and procedures are in place to ensure that the correct action is taken to protect children if the need arises and are shared with parents. Robust employment procedures ensure adults working within the setting are suitable to do so. A well established induction procedure is in place and there are excellent opportunities for management and staff to share views, discuss practice and identify and address any issues that may arise. Adults are vigilant at all times with regard the safety and well-being of the children and remind children of good practices throughout the day, for example, 'hold the back, hold the seat, point the legs down to your feet' when carrying their chairs. Thorough risk assessments are completed and daily visual checks are also completed ensuring the environment both indoors and outdoors is suitable for the children.

Children are able to free-flow inside and outdoors at will as the learning environment extends into the garden area. Equipment is extremely well maintained, clearly labelled with both words and pictures and is stored at low level enabling children to make informed choices with regard to their play. The use of time and resources are very well managed enabling children to plan, organise and complete their activities in full within the safe boundaries of their regular routine. Sand timers are used effectively to enable children to negotiate the use of and share resources so all gain the most from them.

The setting is committed to working in partnership with others involved in the children's lives and effective channels of communication are firmly established. This ensures children's learning, development and welfare is continually enhanced. Parents are provided with excellent, high-quality information about the setting, their child's progress and any other information that may be available, for example, developing good communication with their children. Parents are consistently involved in their child's learning and are continually encouraged to share their thoughts and views of the provision through questionnaires and discussions with staff. A parent rota is in place so parents are able to play an active role in the life of the setting.

The setting provides an inclusive service recognising the uniqueness of each child and valuing them as individuals. Staff understanding of the children and their needs is exemplary and they recognise value and celebrate difference. Children develop an excellent knowledge and understanding of the wider world and diversity through the involvement of parents and grandparents also. For example, learning about Eid celebrations from a parent and also the history of Remembrance Day and the relevance of the poppies people wear. Children enjoy the cafe that is

open for the majority of the session. Children make informed choices with regard to the food on offer and understand the importance of washing their hands to remove the germs before they eat. Children's independence is continually enhanced as they choose when they wish to eat and tidy away after they have finished.

The manager and staff are committed to continually improving the quality of the provision and see self-reflection and evaluation as an essential part of their ongoing development. They actively seek the views of the parents which when evaluated and woven with their own ideas enable them to make positive steps for improvement.

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

All children make excellent progress in relation to their starting points. Staff continually recognise and acknowledge children's achievements and plan together to effectively meet their individual needs and their enthusiasm is infectious. Activities and experiences are excellent providing interest, challenge and continually encourage children's thought processes and language development as staff question why they are doing things and what do they think may happen next. Starting points are clearly measured and ongoing achievements assessed enabling practitioners to gain a clear picture of children's progress. They use their knowledge of the children gained through discussion with parents and their own observations to effectively plan for each individual and their needs. Children make significant progress in communication, numeracy and information and communication technology skills, therefore, gaining skills they need for the future. They use programmable toys and equipment such as a robot to move forwards, backwards to the left and the right by pressing the arrows and clearing each move in between. Children use their knowledge of numbers in a wide variety of activities. They use simple addition and subtraction, for example, counting songs such as 'five little fire fighters'. They are actively involved in counting how many children are present and also how many adults. They add the two together to gain the overall total.

Children continually develop their understanding of language, for example, linking letter sounds to the first letter of a word in everyday activities and routines. Less confident members of the group enjoy smaller group activities enabling them to continually enhance their language skills. Children enjoy engaging with a toy leopard who encourages their language, for example, through introducing themselves to her at the start of an activity. They act as her hands when choosing items from the shop and use their 'big voices' when recalling what they have done with her. Children talk about the foods they choose for her including broccoli, ice cream, pizza and cheese. They recall what the leopard toy has bought and how many of each, encouraging their language and numeracy skills. They are continually praised and respond excellently to requests made of them by staff.

Children develop an excellent understanding of how to keep themselves safe, as staff take time to show children how to recognise risks for themselves and to take

appropriate action. For example, children know how to carry chairs safely and not to throw toys in case they hit their friends in the eye. Healthy lifestyles are readily adopted. Children spend ample time enjoying the fresh air and developing their large muscles using the bikes, trikes and climbing frame in the garden. Staff are prioritising the development of the outdoor learning environment to ensure that all children gain the most from their time within it, as a result children will continually develop their understanding of the living world and its natural environment. They make positive food choices with regard to food and drink in the cafe, therefore, increasing their knowledge of being healthy.

Children behave extremely well because they are fully interested and engaged throughout their time in the setting. They are clear about the boundaries and know what is expected of them. They have excellent manners and model the positive behaviour and attitudes displayed by staff.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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## **Annex B: the Childcare Register**

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

Met