

St Catherine's Kindergarten

Inspection report for early years provision

Unique reference number 144310
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Inspector Dinah Round

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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

St Catherine's Kindergarten registered in 1993 and is managed by a committee of parents. It operates from a self-contained classroom within the grounds of St Catherine's RC Primary School, near Wimborne, in Dorset. The setting has a secure outdoor play area adjacent to the premises and use of the school playground. Children attend from the surrounding areas. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children from two years to under eight years may attend at any one time. There are currently 15 children aged from two years nine months to under five years on roll. The setting provides funded early education for three and four-year-olds. It opens five days a week during school term time and sessions run from 8.45am to 11.45am. On Mondays and Wednesdays a lunch club runs from 11.45am to 1.15pm. There is a team of five staff who work with the children. All staff have an early years qualification to at least level 3. The group receives support from the Local Authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff provide a wide range of activities that take account of children's interests, and promote good outcomes in their learning and development. Staff establish good partnerships with parents and have developed some links with other providers, which contributes towards continuity for children's care and learning. Children's health and welfare is well supported, and most required documentation is in place. The committee and staff have a clear commitment to the continual development of the setting as they review their provision, and take action to bring about change.

What steps need to be taken to improve provision further?

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

- make sure records are easily accessible and available for inspection by Ofsted (Documentation) 08/12/2011
- maintain a record of the risk assessment that identifies aspects of the environment that need to be checked, clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 08/12/2011

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

- develop the systems to work together with other early years practitioners so there is consistency between settings, to provide continuity for children's care and learning.

The effectiveness of leadership and management of the early years provision

The staff and committee implement a comprehensive range of policies and procedures. This includes clear recruitment and vetting procedures to check the suitability of staff to work with children. Staff maintain accurate records, however, not all records are available for inspection, which is a specific welfare requirement. Staff undertake safeguarding training to update their knowledge. This means that they are clear of the correct procedures to follow if they have any concerns about a child in their care. Effective security measures are in place to make sure that children can not leave the premises unsupervised. Staff risk assess the environment on a daily basis to help identify and minimise potential risks to children. However, though risk assessment records have been completed in the past, these have not been reviewed regularly to cover all aspects of the environment that need to be checked. This is a breach of welfare requirements.

Staff organise the environment well. The hall is set up with a wide range of clearly labelled resources that are easily accessible to children. This supports children's independent choices as they initiate their own play and learning. Equipment and resources are of good quality and age-appropriate. Posters around the room, and resources that reflect positive images of other cultures and the wider world helps to raise children's awareness of diversity. Children learn about different cultures and festivals as they make Diva clay lamps and create their own Rangoli patterns, to celebrate Diwali. Staff make good use of the adjacent outdoor play space, surrounding school fields and wooded areas. This means children benefit from regular fresh air and exercise, which enhances their learning and enjoyment.

The experienced and qualified staff team work together extremely well to ensure that children are valued as individuals. Staff are well deployed to support children's learning and welfare, creating a friendly and calm environment that benefits children. The manager and staff continue to reflect on the provision to help identify areas for improvement. Recommendations from the previous inspection have been effectively addressed. Staff keep comprehensive details of children's attendance that clearly show when children are absent. Formal arrangements are now in place to obtain written parental consent from parents for any outings and visits.

Staff develop good relationships with parents and carers which contribute towards establishing effective partnerships. They work closely with parents to seek information about their child's individual needs, both through discussion and the completion of the 'information gathering sheet'. This provides staff with detailed information about children's starting points, which they use to help children's transition from home to the kindergarten. Parents receive clear information about

the setting and the planned activities, and regular updates are provided through newsletters. Parents are kept well-informed about their child's progress, both at handover, and by taking home children's 'learning journey' folders. Parents are encouraged to get actively involved in their child's learning, they comment how staff give suggestions of ways they can support their child at home. Teachers visit the pre-school to meet the children and link with staff, which helps to provide a smooth transition when children leave to go to school. However, systems to link with other early years settings children attend are not yet effectively in place to support continuity in all children's care and learning.

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

Children come into the kindergarten with enthusiasm and eagerly get involved in an activity. They are happy, settled, and build strong relationships within the kindergarten, with both adults and their friends. Staff show a very good understanding of how children learn, and use the Early Years Foundation Stage to successfully monitor children's progress and achievements. There is a good balance of adult-led and child-initiated learning, both indoors and outside. Effective planning is tailored to children's individual interests and their differing stages of development, and incorporates a wide range of interesting and stimulating activities around topics, such as 'Autumn' and 'Space'. This ensures that every child is suitably challenged by the learning experiences provided. Staff skilfully extends children's learning by asking questions, introducing new vocabulary, and encouraging them to develop their thinking and communication skills during the activities.

Children are developing good skills for the future. They behave very well and show consideration to others. For example, children use the timer and happily wait their turn to have a go on the pedal bike outside. Children receive regular praise and encouragement from the staff. Their artwork is displayed around the room and children's achievements are recognised on the 'happy hands tree'. As a result, children display confidence and good self-esteem. Children independently find their written name card, and use this to self-register themselves for a job to do during the session. Children have access to books, they enjoy listening to the group story time and join in with familiar words. Children participate in activities to develop their problem solving, reasoning and numeracy skills. They count how many boys and girls are present, compare which group has more or less, and add up the total amount. Staff support children to record this, helping them begin to represent numbers by making marks on the white board, this successfully extends their learning. Children show sustained interest and concentrate carefully to thread the lace through the shapes, they comment how the lace 'is very long'. Children are able to follow their own interests within the enabling environment. They eagerly select the different trucks from the cupboard and decide to create their own road on a large piece of paper, using pens and leaves. Staff facilitate children's ideas,

but are skilful in knowing when to step back and when to intervene to support children's learning. Children use their senses well to explore a wide range of creative materials. They have fun manipulating the dough, and enjoy mixing the paint with their hands to create different colours.

Children enjoy sociable snack times, and benefit from the provision of healthy options of fresh fruit and bread sticks. They show good independence as they help to cut up the banana and use the tongs to select their fruit. Children follow good hygiene routines. Staff talk to children to help them learn the importance of washing hands to keep themselves healthy. Children get actively involved in planting, growing and caring for the vegetables in the kindergarten garden. These are then picked and tasted at snack time helping children learn where food comes from. Children learn about aspects of their own safety. Staff actively involve children in the risk assessing of their environment, such as checking the gate is locked. A recent visit from a fire officer helped raise children's understanding of how to keep themselves safe around fireworks.

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	3
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: Met

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