

Goodmayes Kindergarten

Inspection report for early years provision

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Inspector

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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*.

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Description of the setting

Goodmayes Kindergarten registered in 1999 and is one of two provisions owned by a private individual. It operates from Goodmayes Methodist Church Hall in Goodmayes, within the London borough of Redbridge. The children have use of three rooms and associated facilities. Children have access to an enclosed outdoor play area. The setting operates for morning sessions Monday to Friday from 9.00am to 12.00 noon. Afternoon sessions operate 12.15pm to 2.45pm Monday, Wednesday and Friday only. The setting operates term time only.

A maximum of 60 children in the early years age group may attend the setting at any one time. There are currently 46 children aged from two to under five years on roll. Of these, 24 children receive funding for early education. The setting supports a number of children who learn English as an additional language. The setting is registered on the Early Years Register.

The setting employs eight 8 members of staff, including the manager. Of these, seven hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting provides a warm, welcoming and stimulating environment. Children are safe and secure in their surroundings as staff take effective steps to ensure their safety. The Early Years Foundation Stage curriculum is implemented very well in practice by staff. Generally, systems to monitor children's development through observational assessment processes are strong. The planning of activities is very good, yet the use of the premises at specific times requires review. Communication between parents and their child's key person is robust. Positive steps are taken to ensure children's uniqueness is acknowledged. Management are confident in using varied systems to monitor improvements and maintain continuous improvement. Previous recommendations to support partnership with parents and develop children's assessment records have been addressed well.

What steps need to be taken to improve provision further?

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

- develop on current systems for ensuring children's starting points are explored at the time of entry and for staff to consistently identify children's next steps in learning from observations carried out; to specifically use all this information to promoting children's learning journeys
- review the organisation of large physical play indoors, to minimise interruptions to children playing at tables or on the floor in close proximity.

The effectiveness of leadership and management of the early years provision

There is a strong emphasis on safeguarding children, with policies and procedures clearly understood by staff and designated individuals. Effective recruitment and vetting systems ensure that all staff working with children are suitable to do so. Children play safely within the setting because staff very well deployed, are vigilant and undertake daily risk assessment. Children's health, safety and well-being are enhanced by the consistent implementation of detailed policies, procedures and documentation.

The setting is very welcoming and promotes a child-centred approach which enables children to be self-assured, independent and secure. Staff are passionate about their work, have designated roles, attend a range of training and clearly enjoy working with children and their families. The setting is well-organised, and staff work hard to plan and transform the rooms used in the church into an environment which is conducive to learning. However, the current provision of indoor large physical play impacts on activities set out on the tables and floor close by. For example, it gets too busy and noisy in the middle as children are riding bikes and steering cars. Resources are easily accessible, they cover all areas of learning and children are motivated and interested in the broad range of activities provided.

Partnerships with parents are given high priority and the setting is keen to promote parents to volunteer, help with fundraising and share their skills and experiences with the children. They value this contribution to support family involvement and promote children's learning. This is an inclusive setting where detailed information reflecting children's uniqueness and individuality is sought prior to children starting at the nursery. For example, the children's home languages, likes and dislikes. Parents are kept well informed of their child's activities, progress and general events through displays, daily conversations, newsletter and periodic progress meetings about their child's development. Effective partnership working with other agencies ensures children get the additional support they may need or support transition to school. The setting values linguistic diversity and provides good opportunities for children to develop and use their home language in their play and learning. For example, the staff team are fluent in a number of the main community languages and they engage fully with the children to enable children to communicate their needs. Parents spoken to at the time of inspection expressed high praise and positive views about the provision.

Children are cared for by a friendly and caring staff team, whose ongoing professional development is supported through opportunities to attend training. The staff team are reflective and proactive about making any necessary further improvements and self-evaluation is used well to identify strengths and areas for development. Management recognise that self-evaluation is a rolling exercise to review all aspects of the service. The recommendations from the last inspection have been implemented effectively to further improve outcomes for children.

Recognition is given for further scope for improving the observational and assessment records of each child.

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

Children achieve well and make good progress within the Early Years Foundation Stage, across all areas of learning. They develop good skills to support their future learning, because staff have a good knowledge of the learning and development requirements and demonstrate a secure understanding of how to help children achieve well. Good use of the environment, resources and organisation of the daily routines, ensure flexibility and a variety of learning opportunities indoors and outside. Planning is well considered and staff use effective systems to ensure all children are accessing all areas of learning in each session. Although staff use information gained from observations to contribute to the planning of activities, they are not consistent to gain information about children's starting points at the time of entry or ensure children's next steps are always identified. This impacts on children's individual learning journeys not being fully supported. Individual profiles are in place for each child, which provides a general overview of children's progress towards the early learning goals.

Children's personal, social and emotional development is fostered very well. Good quality interaction and well-organised routines help children to develop a strong sense of belonging and feel secure. Children enjoy playing and working in small groups or pairs but are equally happy following their own individual interests. Children use a range of resources to learn the challenges of problem solving. They complete puzzles, count out cubes to place in the correct labelled pot or demonstrate confidently how to use a die to play a game to recognise colours. The children initiate their own games whilst playing on bikes or cars. They develop good practice to pedal, balance and steer around each other. Large tractors with construction bricks, allow children to learn how to operate the scoop using levers.

Children's creativity is supported as they explore a wide range of resources for collage, painting, printing and, tactile play. In addition they engage at length in the home corner, sorting items for ironing or cooking. Dressing up is enjoyed, as children dress up as superheroes or in cultural costumes. Music of all cultures is played; children are quick to pick up on tunes they recognise. For example, dancing to Bollywood music along with staff, parents and carers joining in. Singing is enjoyed by the children who listen attentively, following the words and paying close attention to mirroring the body actions that staff use to accompany some of the rhymes. The resources provided to support children with their early writing skills are extensive to engage children's interest. They learn to use wipe boards, magnetic boards with letters and numbers, note pads, explore puzzle books and use envelopes to label. Early reading skills are supported, as children learn to recognise their own names on arrival and they explore a variety of books. Children make choices independently from the attractively laid out books. They lie on their backs comfortably on the cushions and look at books on their own or in pairs. Language development is supported very well by staff, who listen to questions

raised by children, respond to them at their own level and also check out children's understanding by asking open-ended questions. Independence is strongly promoted; this is evident as how children move freely from one activity to another or at snack time. For example, children serve themselves food and drink, passing plates to their friends or pouring drinks for each other. Friendships are developing well, as children play in small groups, gather for small activities with staff or play alongside other children. The develop skills in using information technology very well. Children are eager for their turn to use the laptop, where they learn to sort and match. In addition they use phones, calculators and other cause and effect resources that challenge them to operate using a range of sequences. All children are provided with experiences and support which help them to develop a positive sense of themselves and of others. Children are encouraged to embrace diversity; they use a range of positive images resources and take part in activities to help them to understand the wider world.

Good attention is given to helping all children to understand the benefits of physical activity and healthy eating. Children have good opportunities to appreciate fresh air and exercise in the garden in small groups. Children participate in physical activities to dig and scoop sand, and paint the wall using large brushes. Documentation relating to children's specific health and dietary needs is effectively recorded, supporting children's welfare. Children develop a good understanding of how to keep themselves healthy and safe. Healthy eating is the focus at snack time; with parents contributing fresh fruit daily. The regular visits from other professionals contribute to children learning about person hygiene and safety issues. For example, learning about dental care and road safety. Children develop a strong sense of personal safety, such as taking part in regular evacuation drills and being reminded not to play near the fire exits. Children's behaviour is very good, sensitively managed and reflects the expectations of staff that provide clear boundaries and explanations. This helps children to learn right from wrong. Overall, children are developing good skills to support their future learning in all areas of their learning and development.

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

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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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