

The Old Rectory Kindergarden Limited

Inspection report for early years provision

Unique reference number EY432561
Inspection date 15/12/2011
Inspector Sue Anslow

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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

The Old Rectory Kindergarten is privately owned. It first opened in 2003 and re-registered in 2011, on becoming a limited company. It operates from seven rooms within a detached, two storey building on the outskirts of Burslem, Stoke-On-Trent. The nursery is open each weekday from 8am until 6pm, all year round. All children share access to a secure enclosed outdoor play area.

The nursery is registered on the Early Years Register. A maximum of 64 children may attend the nursery at any one time. There are currently 61 children on roll. In addition, the nursery offers before and after school care and is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The nursery has a number of children with special educational needs and/or disabilities and a number of children who speak English as an additional language.

The nursery employs 17 members of staff, all of whom, hold early years qualifications. The setting provides funded education for three and four year olds and funding for some two year olds in particular circumstances.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive in this highly effective setting and the staff team maintain a high quality provision for all children. Excellent guidance and teaching, ensures children learn and develop to the very best of their ability and general welfare requirements are expertly managed. The uniqueness of each child is valued and staff work hard to support their different ways of learning. Continuity is promoted through highly effective partnerships with parents and strong links with other agencies. Self-evaluation at all levels reflects the rigorous monitoring of what the setting does well and future plans are well targeted to bring about sustained improvement.

What steps need to be taken to improve provision further?

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

- practise evacuation procedures regularly to ensure every child is familiar with the routine.

The effectiveness of leadership and management of the early years provision

Effective and comprehensive policies are in place to keep children extremely safe and secure within the setting. All staff are familiar with the safeguarding policy and are aware of the correct procedures should there be any concerns. Senior staff have attended relevant training and ensure all details are cascaded to the rest of

the staff team. Rigorous recruitment procedures are in place and thorough checks are carried out to ensure the safety and well-being of children and their families. Children are not allowed to be collected by anyone not known to staff and a password system is used. Highly effective risk assessments, safety checks and staff vigilance, ensure children are cared for in a safe, secure and clean environment. Any outings away from the building are carefully monitored and staff take expert precautions to keep children safe. The owner, her well-qualified and experienced manager and a team of qualified, enthusiastic and committed childcare staff, work extremely well together and strive to cater for individual needs and particular requirements. Staff feel valued and empowered through individual and group meetings where their ideas, skills and areas for development are addressed. They have high expectations and set high standards which are embedded across all areas of practice. Rigorous and extensive monitoring, analysis and self-challenge, enable the setting to devise exceptionally well targeted plans. Optimising the outcomes for children in every way possible, is the main aim of the setting and further improvements have been made since the last 'outstanding' inspection a year ago.

Partnership with parents is extremely well established from the start, with an induction programme of visits appropriate to each child's needs. Parents are given lots of useful information about the nursery, both verbally and in writing. Information about the Early Years Foundation Stage framework is readily available and parents can discuss their child's progress with their key worker at any time. They have a good understanding of what their children are learning and how they can help them at home, through newsletters, displays and home diaries. Each child's learning journey profile are easily accessible and parents are invited to 'care and share' sessions to discuss how things are going. Seeking the views of parents and carers enables the nursery to continuously improve and ensure the provision of an excellent and highly appropriate service. The provision of an out of school service is greatly appreciated and children attending thoroughly enjoy the variety of activities and outings provided. Superb working relationships are established with local schools and early years professionals to ensure continuity of approach and the best possible support for all the children. Staff often demonstrate good practise routines to other providers in the area, particularly with reference to the local 'Stoke Speaks Out' language scheme. The team's excellent relationship with children and their families inspires and promotes an environment of confidence, self-esteem and positive attitudes to learning.

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

Children make exemplary progress in their learning and development through the expertise of staff and the provision of appropriate facilities and excellent resources. Children arrive excited and eager to experience the wide range of activities. They learn through play and the provision of meaningful, real experiences. For example, towels and capes in the 'hairdressers' and clothes baskets and hanging rails in the 'laundry' extend children's imaginations and excites their interest. They watch the progress of the flowers, fruit and vegetables they plant and thoroughly enjoy walking through the wild garden, where they can make dens or watch the birds

and squirrels eating food put out for them. All staff work very hard to create a highly stimulating and welcoming environment, which engages and captures the interests of the children. Displays of children's art work and photographs, boosts their self-esteem and shows parents how all the activities follow the six areas of learning. Together with displays of letters and numbers in all their forms, the interesting and exciting environment stimulates lots of conversation and discussion. An excellent balance of indoor, outdoor, active and quiet play, caters for all requirements and covers areas at each side of the building, adding an extra dimension.

The nursery benefits from having an exceptionally large outdoor play area which children use throughout the year. It provides exemplary play experiences where children can move around the different areas, climbing, jumping and pedaling, playing football or making dens in the wild garden. They can fill watering cans from the water butts, move sand and grit around with their diggers or perform a song and dance routine on the stage. Covered areas allow all types of activities to be transferred outside where children play freely and excitedly, learning new skills or practising old ones. The friendly nursery cat does not mind being stroked and children learn to be gentle when handling or feeding the other animals. All areas of development are promoted to the highest level and children gain a superb understanding of the world around them and learn to respect each other and their surroundings. Behaviour is exemplary because children are busy and interested in everything that is going on. Having more than the minimum numbers of staff in each room, means children receive lots of individual attention and any additional needs are extremely well catered for.

Activities are planned week to week to meet the needs of individual children, identifying next steps based on their abilities and interests. A rigorous system of observation and assessment, means that staff can plan specifically for the needs of each individual child. Through observation and knowing the children extremely well, staff are able to offer extensive support and guidance, particularly for children with special educational needs and/or disabilities. They readily adapt activities to ensure that all children can access them and are able to speak to parents in their home language and translate forms if required. An effective equal opportunities policy is regularly reviewed and supports the staff well. This means that the individual needs of all children are met and everyone is fully included in the life of the setting. Children make their own choices in play, resulting in them being curious and inquisitive learners. Babies giggle excitedly as they experiment with different sensory objects in the treasure basket and toddlers confidently discuss what the rice grains feel like and what sounds they make when trickled through the fingers.

Through excellent routines, such as, fire drills and road safety procedures, plus visits from fire officers and the police, children learn how to keep themselves safe. However, not all children are familiar with the evacuation procedures, particularly in the out of school club, because they are not practised often enough. Children show an excellent understanding of keeping healthy and the factors that contribute towards maintaining their health. They thoroughly enjoy visits from 'Fizzy Tots' and 'The Music Man', where they can practise their physical skills and hand-eye coordination. Independence is encouraged from an early age and children learn to

serve their own food portions and pour water into drinking glasses. Rigorous hygiene routines prevent any spread of infection and accidents or illnesses are managed appropriately. Children are provided with exceptionally healthy and nutritious meals and snacks throughout the day. The menu is wholly vegetarian and includes fruit and vegetables grown by the children in the nursery garden. Any special requirements are discussed with parents and strictly adhered to and parents often request copies of recipes so they can make the dishes at home. Highly motivated and dedicated staff use their expert knowledge to promote learning opportunities and lots of fun and excitement for every child attending the setting.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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

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