

Greenway Kindergarten Limited

Inspection report for early years provision

Unique reference number EY430359
Inspection date 07/02/2012
Inspector Angela Jackson

Setting address Old Loughtonians Hockey Club, Roding Sports Centre,
Luxborough Lane, CHIGWELL, Essex, IG7 5AB

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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

Greenway Kindergarten Ltd. is privately owned and was registered in 2011. It operates from a sports pavilion in Chigwell, in Essex. The kindergarten serves the local area. It is accessible to all children and has enclosed areas for outdoor play.

The kindergarten opens Monday to Friday during school term times. Sessions are from 9.15am until 12.45pm with an optional lunch club until 2pm, Monday to Thursday. The kindergarten is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 52 children may attend the kindergarten at any one time, all of whom, may be on the Early Years Register. There are currently 31 children on roll. The kindergarten provides funded early education for three- and four-year-olds and supports children who speak English as an additional language.

The kindergarten employs 14 members of staff. Of these, nine hold a level 3 qualification and one has qualified teacher status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The very effective key person system in the kindergarten, means that staff have an excellent knowledge of each child's individual needs and abilities. Staff plan a wide range of interesting and enjoyable activities in which all children take an active part. The kindergarten is fully inclusive and effectively supports children who are learning to speak English as an additional language. As a result, children generally make very good progress in most areas of learning. Partnerships with parents and other professionals are a key strength so that children settle quickly into new schools at transition. The manager and staff continually reflect on their provision and demonstrate a strong capacity for further improvement.

What steps need to be taken to improve provision further?

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

- develop further the systems for tracking children's progress in relation to the expectations of the early years foundation stage
- increase the range of activities available for children to experiment with mark-making including opportunities for writing during role-play.

The effectiveness of leadership and management of the early years provision

Children are well protected and safeguarded. Staff have a thorough understanding of child protection issues and how to manage any concerns they may have about children in their care. There are robust systems in place for recruiting staff. All staff

are vetted and there is a rigorous appraisal and training programme in place. Children are further protected by learning how to conduct themselves in the event of an emergency. They regularly practise the procedures for evacuating the building and know where to assemble outside. Risk assessments are thorough and carried out annually or more frequently where necessary. Daily checks are made where potential hazards have been identified, such as, having the blind cords in the hall raised above child height. Children are, therefore, able to move freely and safely within the building and outside play areas.

There is a high staff to children ratio. This means that children are well supported in the learning environment and that staff have very good opportunities to observe and assess children's progress. Children's profiles are well organised and provide a good record of children's developing skills. However, it is not easy to track progress over time, as next steps are not personalised for each child. Planning does not show how individual children's needs are taken into account. Resources in the small classrooms and planned focus activities are often exciting and stimulate children's interest. Children enjoy the activities and the opportunity to spend time in a small group with their key persons. Parents are, therefore, very pleased to see their children become confident communicators and develop strong social skills. Parents feel fully involved in all aspects of the provision and state that it is 'a perfect set up'. Partnerships with schools and other professionals are established and working well in helping children to feel settled and secure.

The manager involves all staff and parents in reflecting on the practice within the kindergarten and continually looks for ways to improve outcomes for children. The recently completed self-evaluation form accurately identifies strengths and areas for further improvement. Action plans include introducing further ways to involve parents in their children's learning. Children are valued for their uniqueness and staff promote understanding about people from other cultures, as well as respect for their themselves and their community.

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

Children learn about healthy lifestyles and how to keep themselves safe through well-planned topic work and a broad range of associated activities. For example, the topic of food provides a stimulus for senior children to grow their own runner beans. They look with fascination at the root system and at the stems emerging from the seed. Staff skilfully extend the learning further through challenging questioning about what a plant needs to survive. Children are encouraged to compare the needs of a plant for water and sun to the need for milk and warmth of a young baby. Children's learning is enhanced further as they use their creative and physical skills to draw their runner beans.

Planning for the junior children includes similarly challenging and developmentally appropriate tasks. The younger children help make a healthy snack whilst developing an awareness of size and shape. They become absorbed in choosing a big or small heart to cut out shapes in slices of malt loaf and carefully spread jam on the heart using a knife. Having learnt about keeping themselves safe while

using cutlery, children go on to take pleasure in eating the snack they made for themselves. Staff further promote children's understanding of keeping themselves healthy through modelling good hygiene routines. Children wash their hands before eating and watch as the tables are cleaned before lunch.

Resources are easily accessed by children as they are stored at low level. The small classrooms are well equipped and provide a good learning environment where children develop strong communication skills. However, opportunities in the larger hall for children to develop mark-making skills, are limited. There are no resources available for seeing or using the written word in everyday situations, such as, in the home corner. Children have regular access to a good range of equipment that incorporates new technology, such as, a laptop. Senior children are supported in a 1:1 situation each week to develop a good understanding of how to use a computer effectively. Children are very well behaved. Staff use a good range of positive behaviour strategies, such as, praise, explanation and distraction, to promote children's understanding of the needs of others. Children learn about diversity in the local community and the wider world through books, stories and a range of events and celebrations throughout the year. Parents often extend children's understanding by leading activities, such as, cooking for Chinese New Year. There is a strong emphasis on children's communication skills, numeracy and knowledge of the world and new technology. This means that children are developing good skills for the future.

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

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