

The Kindergarten

Inspection report for early years provision

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Inspection date	26/03/2012
Inspector	Jennifer Beckles

Setting address	The Church of the Holy Sepulchre, Church Lane, Northampton, Northamptonshire, NN1 3NL
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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

The Kindergarten was registered in 2002. It operates from converted premises that are part of the Church of the Holy Sepulchre in the centre of Northampton. The Kindergarten is divided into two units; children aged two and under are cared for in two rooms on the first floor and a ground floor playroom is used by children from two to five years. All children have access to a ground floor church hall and a small courtyard used for outdoor play. There are three steps at the entrance and access to the first floor is via stairs only. A ramp is fitted for access to the rear of the church buildings.

The setting is registered on the Early Years Register. A maximum of 53 children in the early years age group may attend at any one time. There are currently 60 on roll, 22 of whom receive early years funding. Operational hours are Monday to Friday from 7.45am to 6pm, throughout the year except for bank holidays.

A team of 14 staff including the owner/manager care for the children. Of these, eight have a level 3 childcare qualification and two members of staff are working towards a level 2 qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Comprehensive policies and procedures support children's safety, this is also enhanced by the thorough vetting of staff. Very good detailed planning and assessment enable children to make good progress. Overall, organisation of resources supports children's progress. Effective partnerships with parents and others help children to achieve good outcomes. The setting reflects strongly on its provision and has a good awareness of its strengths and areas for development. It is committed to continually improving its provision for the future and improving outcomes for children.

What steps need to be taken to improve provision further?

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

- improve access to resources for younger children to extend and support their learning.

The effectiveness of leadership and management of the early years provision

A good range of measures are in place to ensure children's safety. These are supported by a good range of policies and procedures, including accident, medication and attendance records. Excellent fingerprint recognition entry system

helps to prevent intruder entry. Children's safety is enhanced by the use of closed circuit television in all group rooms and the main outer areas. All staff have a good awareness of safeguarding because they have received training. This means that there is very good understanding of ways to protect children. Risk assessments covering all areas, equipment and resources and outings are used to promote children's safety.

Overall, the environment is organised effectively and resources are largely accessible to children, this, generally, enables them to make independent choices. However, access to resources for children under two years of age is restricted and this limits their choices. The setting is strongly reflective and has identified ways to improve the provision. For instance, it plans to develop the organisation of the room for children under two years of age. Previous recommendations from the last inspection have been met, such as an improvement to the methods used to observe and assess children.

Parents spoken to at the time of the inspection expressed high levels of satisfaction with the provision and were pleased with their children's progress. Daily sheets which provide details about children's routines, activities and general well-being are given to parents of younger children. Regular daily informal conversations with parents allow staff to exchange information and enables parents to be kept informed of their children's progress and welfare. This is supported further by free access to children's development folders. Parent's comments are contained in these and this provides opportunities for them to be involved in their child's learning. Parents' views are regularly sought on the provision and influence key priorities for development, such as a shelter for the outdoor area.

There is sensitive, caring support for children with special educational needs and/or disabilities through close partnership working with relevant health professionals. Children who have English as an additional language are helped to settle as staff learn key words in their home language. Staff facilitate their learning by using a range of suitable resources, such as visual aids and language games.

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

Children are confident, relaxed and happy. From the basis of a secure relationship with staff, children explore their environment with interest. They behave in safe ways as they show awareness of nursery rules, such as no running inside. Staff talk to the children about road safety and practise this together which helps to protect them. Children behave in ways to prevent the spread of infection by regular hand washing at appropriate times and by covering their nose or mouth when they cough or sneeze. Younger children are supported to do this as needed. Food provided is healthy and well balanced because menus are appetising and feature different dishes along with traditional favourites. Children have fresh water bottles and fresh fruit for daily snacks. Children develop a good range of physical

skills because they have access to a large indoor hall where they can run, ride bikes and scooters, climb and balance. They also use the small courtyard for physical activities and visit the local park regularly for fresh air and exercise.

Detailed and effective planning based on the Early Years Foundation Stage promotes children's learning well. This is linked to regular observations of children so that their next steps for learning are identified and provided for. Children enjoy mark making using a range of materials, such as chalking in large trays. Pre-school children practise writing their names in a dedicated writing area equipped with pens, crayons and pencils, envelopes and different sized paper. Nursery rhymes and listening games help children to differentiate sounds. Children use their imagination and develop communication skills in role play. Babies explore texture, shape and colours, as they play with different types of materials. They choose their favourite stories from a selection of colourful cloth books. Children learn to solve problems as they complete puzzles and practise counting skills as they count and order toy bears. Mathematical language, such as, more or less, is used while children play with pulses and rice to fill containers. Shape sorters and puzzles also help children to learn about common shape names.

Children learn about and use technology, such as, digital cameras, electronic toys and computer games. They have a good range of creative experiences, such as, exploring gloop in shallow trays, making icing sugar paintings, recycled material modelling, and blow painting.

Children form good friendships and relate very well to each other. They share toys and resources and take turns, supported by adults where necessary. Behaviour is managed by staff using praise to encourage good behaviour. Children learn about different cultures, backgrounds and physical abilities through positive images in the environment and through stories and discussion. They also celebrate significant events, for example, parents visit the nursery to make Asian sweets with the children to celebrate Eid. Children learn to accept and value difference because staff challenge discriminatory comments and support an inclusive environment.

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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