

Ringrose Kindergarten Chelsea

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

Ringrose Kindergarten first opened in the 1940's, it is privately owned and has been registered with the current provider since 2000. It is based in church hall in Chelsea, in the London Borough of Kensington and Chelsea. It operates from a hall and three rooms with toilets and kitchen facilities. All children share access to a secure enclosed outdoor play area. The Kindergarten is registered on the Early Years Register for a total of 48 children in the early years age group; of these, not more than 12 may be under three years and none under the age of two years. The kindergarten is open each weekday from 9am to 12.45pm during school term times. There are currently 43 children on roll. The kindergarten supports children with special education needs and/or disabilities and children who are learning English as an additional language. There are eight staff members who work with the children. All of the staff, including the manager hold appropriate early years qualifications. The kindergarten is a member of the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development in this stimulating well-organised setting. Overall, staff are committed to meeting children's learning and welfare needs to a good standard. Valuing individuals lies at the heart of the setting; consequently, outcomes for all children are positive. The provider and her team have a committed approach to continuous improvement and they have made many positive changes since the last inspection. The setting has developed very positive partnership with parents and has established some good links with other provisions within the community.

What steps need to be taken to improve provision further?

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

- strengthen the existing arrangements for sharing relevant information during transition to school so that there is continuity in all children's learning
- review daily routines in order to provide opportunities for children develop their independence and pursue their own personal interests during group and snack time activities.

The effectiveness of leadership and management of the early years provision

Access to the premises is through a locked secure door and visitors are required to sign in a book, therefore, vetted people always supervise children. The provider implements robust recruitment systems to check staffs suitability to work with

children. Staff have a clear understanding of the detailed safeguarding policy and their responsibility to keep children safe and protected from harm. They carry out risk assessments on a daily basis to check that children are able play in a safe and secure environment.

The provider and her team work closely together to reflect on the quality of the provision and parents play an active role as they complete questionnaires. Furthermore, staff consider the children's point of view through observations and discussions. The setting has carefully considered and addressed the recommendations made at the last inspection with positive improvement evident. Furthermore, they have worked very hard to improve the system for monitoring children's progress. Consequently, staff are now fully aware of where all children are in their learning, and plan a challenging range of activities to support children's learning further. This demonstrates how the setting assesses their strengths and makes plans for improvement that bring about improved outcomes for children.

The hard working staff team work well together and actively apply new ideas gained from training they attend. This has worked especially well in their support of children with special educational needs as staff have a good understanding of how to help individual children learn and make progress in their own unique way. The setting offers many exciting and stimulating resources both indoors and outdoors, to promote all areas of development. Staff implement effective systems to check that equipment and resources are well maintained and regularly checked for safety.

Staff effectively promote equality and diversity by displaying positive images of people from different backgrounds around the setting and celebrating cultural festivals in interesting ways. For example, children learn about a variety of celebrations, costumes and traditions. The staff gain clear information about children's individual needs and follow effective procedures to gain support and guidance regarding the on-going welfare and development of children with special educational needs and/or disabilities.

Partnerships with other professionals and agencies are mostly in place. For example, staff work on a regular basis with therapists to implement additional support for children with delayed physical and communication development. They have regular meetings to ensure information is shared to promote children's achievement and well-being. Links primary schools are partly in place to support most children as they move on to school.

Parents are kept well informed about information relating to the setting through regular newsletters and a website. Relationships between parents and staff are relaxed and well established. Staff collate useful information from parents about children's starting points, interests and routines. Parent's comments include 'I love it here, my children have all been happy and they learn so much which gets them ready for school'.

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

The staff team welcome children and parents warmly when they arrive in the morning. Each child has a key person who is responsible for monitoring their progress and helping them to settle. Staff know their key children well and use their knowledge of children's individual interests when planning and adapting activities. Highly effective planning, observation and assessment systems set clear goals for each individual child. Consequently, children in all age groups enjoy a wide range of stimulating activities to promote their learning and development to a good standard.

During free play, children are active learners, they help themselves confidently to all sorts of media and materials to explore and express themselves. They are inquisitive and confident in their communications skills. For example, they greet visitors confidently and talk about their favourite activities such as building and construction games. However, some aspects of the session such as morning group time and snack time lack flexibility. As a result, children sometimes spend long periods at the activity and some of them become disengaged. Children use toys and equipment that enable them to develop valuable skills for their future development. Their communication, language and literacy skills are developing well. They listen attentively to stories and enjoy choosing and looking at books independently. During story time, children follow storylines and join in with enthusiasm. They make marks enthusiastically, producing recognisable symbols and letters; they enjoy drawing and create pictures. Staff display children's work around the room to place value on their contributions. Staff encourage children to question and consider mathematical concepts for themselves throughout the session. For example, children compare sizes and shapes and count objects, they enjoy exploring length and thickness of brightly coloured pieces of wood.

Staff remind children about expectations and rules, such as walking in pairs and holding hands when walking when on outings. Furthermore, they encourage children to think about safety for themselves by asking them open-ended questions about how they can keep themselves safe. Consequently, children develop their own personal awareness of safety. For example, they explain the importance of cutting fruit carefully to avoid choking.

Children have a good understanding of healthy life styles. They wash their hands after toileting and prior to eating. They fully enjoy taking part in outside play and physical activities. Furthermore, children benefit from high standards of physical exercise from experienced instructors who teach them the value of healthy living and positive exercise. During their outside activities, children are able to develop good physical skills such as balancing, ball control, coordination and control.

Staff are very good role models to the children and children behave very well. The setting offers a positive environment that is calm, whilst being stimulating and vibrant. Consequently, children have a positive sense of belonging and opportunities for children to learn are abundant.

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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