

Kloisters Kindergarten

Arethusa Road, Rochester, Kent, ME1 2UR

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| Inspection date | 03/10/2012 |
| Previous inspection date | 10/07/2009 |

| The quality and standards of the early years provision | This inspection: | |
|----------------------------------------------------------------------------------------|-------------------------|---|
| | Previous inspection: | |
| How well the early years provision meets the needs of the range of children who attend | | 2 |
| The contribution of the early years provision to the well-being of children | | 2 |
| The effectiveness of the leadership and management of the early years provision | | 2 |

The quality and standards of the early years provision

This provision is good

- Excellent security systems provide an extremely safe and secure environment for children and staff, recording all activities to evaluate and improve the quality of service.
- The efficient staff team are deployed highly effectively, supervising all children consistently. Staff know instinctively when to provide support or allow children to work things out for themselves.
- The leadership and management team are dedicated recruiting and training the most suitable childcare practitioners to the benefit of every child and their family.
- All practitioners are experienced and knowledgeable when liaising with other professionals involved in children's care and support, resulting in children making good progress in all learning areas.

It is not yet outstanding because

- When speaking with children who are learning English as an additional language, staff do not always use key words in children's home languages to develop their confidence and ability to communicate.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in various rooms and outside, had discussions with children's key persons, and reviewed a sample of children's assessment records and planning.
- The inspector held a meeting with the manager and took account of the views of parents spoken to on the day of the inspection.
- The inspector reviewed safeguarding procedures, including risk assessment of activities and the environment.

Inspector

Mary van de Peer

Full Report

Information about the setting

Kloisters Kindergarten registered in 1976, but opened in these premises in 2007, and is privately-owned. It operates within the grounds of Warren Wood County Primary School in Rochester, Kent. It serves the local and wider community. The kindergarten operates from four rooms and there is a secure outdoor play area. The building is accessible via a ramp with three other ramps leading into the outdoor play area. There is also a toilet for disabled persons. Parking is available at the nursery. The kindergarten also includes a

breakfast club and after school club.

The kindergarten is registered on the Early Years Register and the Childcare Register. It is open each weekday from 8.15am to 5.30pm for 46 weeks of the year. There are currently 160 children in the early years age group attending. The kindergarten receives funding for the provision of free early education to children aged three and four years old. The kindergarten currently supports children with special educational needs and/or disabilities and also supports a number of children who speak English as an additional language. Children may bring packed lunches or purchase a meal provided by the kindergarten.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- improve the educational programme for communication and language for children who speak English as an additional language by using words familiar and important to them in their home language.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff show good understanding of how to support children's learning and development. They plan stimulating activities that reflect children's interests and abilities and use resources imaginatively. Each child has a key person, who is responsible for closely monitoring a group of children's individual progress. Staff liaise closely with parents to identify and meet all children's learning and development needs. They gather information about children's starting points and ongoing development, which is usually quickly transferred into children's learning records. Tracking systems help staff quickly identify and support any gaps in children's learning. Parents and carers share children's learning records and talk to their key person about their child's progress at handover. They are able to stay for play and learn sessions, when they join in and see how their children are developing. Systems are in place to provide parents with progress checks for two-year-old children, which they are informing parents of through the latest newsletter. This liaison helps staff assess children's abilities and interests more effectively, while enabling parents to continue children's learning at home. Children with special educational needs and/or disabilities receive particularly good support and make significant progress. Staff receive funding to provide one-to-one support and implement advice received from other professionals supporting these children.

Children develop strong skills to support future transitions. They show independence as they self-register on arrival and babies enjoy learning how to feed themselves. Staff deploy themselves very well when supporting activities and skilfully ask children questions

that develop their thinking and communication skills. However, when children are learning to speak English as an additional language, staff do not always use key words in their home languages to further promote their communication skills. Children show a sense of achievement as they show others where they planted Connie carrot and Kevin cabbage, and explain how they cooked these and the potatoes they had grown. Children confidently ask others for help when they need it and happily undertake tasks that require cooperation, such as tidying up together. Children show interest and motivation when staff ask them to collect a cushion and sit down for a favourite story. Enthusiastic staff make the story fun and children are absorbed as they laugh, copy actions and repeat familiar rhymes. This develops children's love of stories and develops their language skills well.

Children develop good relationships with each other. They laugh with pleasure when they watch others' activities, such as a puppet show. However, they are not distracted for long from their own activity, showing good levels of concentration. Children enjoy energetic activities that develop their physical skills. They learn to move in various ways with control and imagination as they dance or twirl ribbons during lessons with a ballet teacher. Staff organise games on the school's playing fields to develop team play. Children and parents participated in the outdoor play and exploration project. This led to children now benefitting from the vibrant and stimulating outdoor area, where flexible resources develop all-round learning as well as physical skills.

The contribution of the early years provision to the well-being of children

The environment is very secure but also warm and welcoming to children, their families and carers. The key person system ensures children receive close support and they form strong bonds with staff. This develops children's confidence well. As babies move up through the kindergarten they receive good support. Their key person spends a few hours in the older group with them as they get to know the routine. This greatly helps their transition from the baby room.

Children show they are happy and participate well in activities. They behave very well and staff teach them how to resolve minor conflicts for themselves. Excellent staff deployment ensures children are closely supervised and any need for support is quickly met. Staff thoroughly risk assess the environment and activities and give a high priority to children's safety, reinforcing safety messages as they play. Through imaginative resourcing, staff provide an environment that is stimulating and fun, which children respond positively to. Children are cooperative and have great fun as they play and staff enthusiastically extend their ideas to provide more motivation. For example, as children begin to adapt their water play into role play as fire fighters, staff scatter pink paint on the ground to represent fire. Children delight in pretending to put out the fire with their hoses and revisit valuable safety messages. Children also learn how to manage risk and keep themselves safe. Staff provide support during activities that encourage them to explore and use tools that require children to take care. Most children balance on beams and the climbing frame, use gardening tools and handle scissors and small pulleys safely. However, occasionally children demonstrate they are not fully aware of how to manage resources safely. Staff are quick to react and minimise the impact of any minor accidents, so children quickly

return happily to their activities.

Children enjoy healthy diets and have daily opportunities for exercise outside in the fresh air. Staff adjust babies' activities and routines to meet their individual needs. For example, when they are unsettled at lunch, staff allow extra time for cuddles and play. This means they are soon happy and ready to enjoy their meal. Toddlers show they are keen to manage their own care; they try to wash their own hands and dry them after eating, with staff support. Staff continue any therapies children require and work closely with other professionals and parents. This helps to ensure they meet children's care and development needs. Staff help children learn about the effects of exercise on their bodies as they consider what their bodies can do and how they feel.

The effectiveness of the leadership and management of the early years provision

The owner and management team are very experienced childcare providers. They show clear understanding of the reformed Early Years Foundation Stage framework and meet all requirements. Managers monitor the provision carefully, using various audit tools to assess the children's environment. They review the educational programme and children's progress records to check these support children's learning and development well. Managers are developing new systems to reflect changes in requirements, such as the progress check for two-year-olds, with support from the local authority. Managers involve staff, parents and children in the evaluation of the provision. Managers take action to improve, such as by developing the outdoor area, which supports children's achievements. All recommendations made at the previous inspection have been acted on effectively; for example, providing increased opportunities for children to learn about technology and to explore different materials.

All staff show a good understanding of safeguarding issues. They know the procedures to follow should they have concerns about a child's well-being. Managers complete safeguarding audits, to ensure policies and procedures are up to date. They implement rigorous recruitment procedures to check the suitability of staff. Induction procedures and continuing staff appraisal help to ensure staff receive the training and support they require for their professional development. Security of the premises is highly prioritised and there are excellent procedures for monitoring access and the environment. These include close-circuit television and a fob system that only allows staff to unlock the door. The cameras are not only used for security, but also to help staff reflect on practice, safety concerns or incidents that may have occurred. This enables the childcare staff to evaluate and improve the quality of care and teaching provided to all children. Staff carry out thorough risk assessments and any incidents are logged, shared with parents and the cause for concern re-evaluated. In this way, hazards are minimised.

Parents receive clear information about the provision. Termly newsletters keep them up to date with developments, including the new two-year-old progress check. Notice boards show children's key workers so these adults are known to parents. Parents interviewed at the inspection confirm that they find staff very helpful, supportive and welcome their

feedback. Parents particularly like to view photographs taken of children during activities, which are on display on a small screen. Parents are aware of the complaints procedure, which staff implement appropriately. Staff establish very effective partnerships with other professionals to support children with special educational needs and/or disabilities. This means staff provide good continuity in children's learning and development by sharing information and acting on advice.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

| Grade | Judgement | Description |
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| Grade 1 | Outstanding | Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning. |
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| Grade 2 | Good | Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning. |
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| Grade 3 | Satisfactory | Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good. |
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| Grade 4 | Inadequate | Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection. |
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| Met | | The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration. |
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| Not Met | | The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration. |
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Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

| | |
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| Unique reference number | 156066 |
| Local authority | Medway Towns |
| Inspection number | 885798 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 87 |
| Number of children on roll | 160 |
| Name of provider | Carolyn Dennis |
| Date of previous inspection | 10/07/2009 |
| Telephone number | 01634 880298 |

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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