

Kenley Kindergarten

Kenley Primary School, New Barn Lane, Whyteleafe, Surrey, CR3 0EX

Inspection date	12/09/2012
Previous inspection date	18/05/2009

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- There is too little understanding of the learning and development requirements. Observations and assessments are not consistent or accurate enough to build on children's progress.
- Planning is not effective in matching activities to all children's needs. The system for monitoring children's achievements does not show how it is helping to improve progress.
- The provider has failed to meet all safeguarding and welfare requirements and this impacts on the safety and well-being of the children.
- Staff are not vigilant enough to ensure that the environment is safe for children in addition the outdoor resources are poorly maintained.
- Strategies for engaging with parents focus too much on care practices.
- Self-evaluation is weak. It is not based on appropriate levels of monitoring and analysis.

It has the following strengths

- Most children are well behaved and form secure attachments which supports their emotional well-being.
- Children are provided with appropriate support to prepare them for their transitions into different care groups within the kindergarten and as they move on to other settings.

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

- One inspector carried out the inspection in one day.
- The Inspector spent equal time observing the outcomes for all groups of children; under two years, two to three years and over three years, both inside and outside.
- The inspector sought the views of children through discussion with them and observation of their play.
- The inspector discussed leadership issues with the registered provider and manager.
- The inspector sampled records and documentation relating to children's progress and development, staff suitability, safeguarding and welfare.
- The inspector talked to one parent about their views and experiences of the setting.

Inspector

Pamela Bailey

Full Report

Information about the setting

Kenley Kindergarten opened in 2001. It is one of two childcare provisions run by Southern

Childcare Facilities Limited. The kindergarten operates from two self-contained buildings within the grounds of a primary school. Children have access to an enclosed outdoor play area. The kindergarten is situated in a residential area of Kenley located within the London Borough of Croydon, and serves the local community. The kindergarten is open each weekday from 7.30am to 6pm for 51 weeks of the year.

Kenley Kindergarten is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 45 children aged under eight years may attend at any one time. There are currently 39 children from birth to under five years on roll, some in part time places. The kindergarten provides funded early education for three and four year olds and currently supports a few children who speak English as an additional language.

There are 10 members of staff, six of whom hold appropriate early years qualifications to at least National Vocational Qualification level 3. The registered provider is qualified to level 5 and the manager holds the Early Years Professional Status.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- strengthen the educational programmes by: providing a suitably challenging range of resources and activities, in particular for rising two-year-olds
- develop the educational programme for communication and literacy by: giving children opportunities both to speak and listen, ensuring children learning English as an additional language can participate fully; and by providing opportunities for those children to use their home language and; by helping children to build their vocabulary by giving them choices and by using open questions
- develop use of assessments by observing what children 'can do' to identify where the child may be in their own development considering ways to support children to strengthen and deepen their learning and development across the prime and specific areas reviewing children's progress. In particular, the prime areas between ages 24-36 months and share a summary with parents
- ensure that people looking after children are suitable to fulfil the requirements of their roles by making sure that staff whose suitability has not been checked through a criminal records check, are not left alone with children;
- ensure there are clear procedures for assessing any risks to children's safety, with particular regard to access to the kitchen, the broken toilet seat in the children's toilet, the outdoor play equipment including ensuring it's cleanliness; and, that the first aid box contains the appropriate contents for use with children (Risk assessment)
- foster a culture of mutual support, teamwork and continuous improvement by

using reflective practice and self-evaluation, which includes input from staff, parents and children, to identify the setting's strengths and priorities for development that will continuously improve the quality of provision for all children.

Inspection judgements

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

Staff fail to meet the needs of the range of the children who attend. Observation records of children's achievements are inconsistently maintained. The majority are not up to date or non-existent for some children. Staff do not always identify children's starting points or give an accurate account of each child's stage of learning. Children's key person lack understanding of the possible next steps for children's learning and as a result planning is ineffective. Written plans are not linked to children's assessments and do not make it clear what children are expected to learn. There is no differentiation for younger or older children to ensure that effective learning takes place.

Staff do not support, guide or facilitate learning effectively for all children. Children who speak English as an additional language are not provided with sufficient individual support to enable them to make progress in English or use their home language in their play. This has resulted in children being disengaged from activities and not forming friendships. Staff are unable to demonstrate how they intend to raise children's achievements in the prime areas of learning for those below expected levels of learning and development. In particular, aspects of language and communication, social skills and physical development.

Staff do not make good use of daily routines, activities and free play to extend older or more able children's learning around communication and language. The poor use of effective questioning techniques does not give children opportunities to develop their skills in expressing themselves or encourage them to think critically. In the under two's room, the range of resources such as programmable toys and shape sorters do not provide sufficient challenge for rising two year olds.

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

Overall, children generally behave well and show increasing confidence and self-esteem, which is evident across the setting. Staff praise and encourage children, and for most part, adapt their approach to suit the different ages of the children. However, some toys and resources are broken, have pieces missing or are not age appropriate. This means children lose interest and are not sufficiently challenged; particularly for children in the rising two-year-old room. Children also have access to broken and dirty equipment both inside and in the outdoor area, such as a broken toilet seat in the children's toilet, which puts them at risk of harm

Insufficient attention is paid to ensuring that children are kept safe. Procedures for

ensuring that un-vetted staff do not have access to children are inadequate. Staff whose checks have not yet been completed are allowed to change children's nappies and left unsupervised with them. In addition, there are risks within the environment. For example children have access to the kitchen and fire drills are not undertaken frequently enough to ensure children can be evacuated quickly and safely in the event of an emergency. In addition, the first aid box has not been checked to ensure it contains the appropriate contents for use with children.

Arrangements for ensuring that children settle well when they begin at the nursery are inconsistent as there are weaknesses in the information that staff obtain from children's parents. There are adequate arrangements to introduce children to different rooms within the nursery as they are given opportunities to visit before moving permanently. There are some links with the local primary school to enable children to settle when they move from the nursery.

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

The deployment of staff helps to maintain required minimum staff to child ratios. However, procedures are not effective to ensure that staff who have not yet received a clear criminal records check are not left alone with the children being cared for. The majority of staff are appropriately qualified. Management have drawn up a new system for the supervision, continual assessment and monitoring of staff performance. However, this has not been in place long enough to show how it is helping to improve the quality of care and education.

There is poor monitoring of the educational programmes and children's progress. Children are not sufficiently challenged to make the best possible progress given their age, ability and starting points. Staff are not sufficiently alert to the early signs of need that can lead to later difficulties in learning. They do not routinely share relevant information about children's learning and development at an early stage with all parents. Records lack input from parents, and where appropriate effective interventions. For example, staff make insufficient attempts to engage with parents to learn basic words in their home language where children speak very little or no English. Therefore, some children's development is impeded. Parents are not encouraged or given sufficient support to become actively involved in their children's learning. For example, they are not provided with ideas of activities to do at home with their child. The management recognise the importance of working in partnerships with others involved in children's care but strategies to do this are underdeveloped.

Self-evaluation is not based on robust monitoring and analysis of the provision and does not take into account the views of parents, staff and children. Since the last inspection, some improvements have been made. For example, the outdoor area has been resurfaced improving the safety and quality of outdoor play.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Not Met (with actions)
The requirements for the voluntary part of the Childcare Register are	Not Met (with actions)

To meet the requirements of the Childcare Register the provider must:

- ensure that the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare. (Applies to both parts of the Childcare Register)
- make sure there are effective systems to ensure that any person caring for, or in regular contact with children: is suitable to work with children which must include obtaining an enhanced CRB check and has skills and experience suitable for the work (Applies to both parts of the Childcare Register)

What inspection judgements mean

Registered early years provision		
Grade	Judgement	Description
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.
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.
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.
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.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for

Not Met	registration. 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

Unique reference number	402935
Local authority	Croydon
Inspection number	883080
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	45
Number of children on roll	39
Name of provider	Southern Childcare Facilities Limited
Date of previous inspection	18/05/2009
Telephone number	0208 660 3232

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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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