

# The Hall Road Kindergarten

The 4th Rochford Scout Headquarters, Church Walk Hall Road, Rochford, Essex, SS4 1NN

<b>Inspection date</b>	11/10/2012
Previous inspection date	28/01/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children are happy, content and settled.
- Children have warm relationships with the staff who care for them.
- Methods are in place to encourage children to behave well and learn the difference between right and wrong.
- Parents are complimentary of the pre-school and feel that their children are making sound progress and enjoying their time there.

### It is not yet good because

- Risk assessments for the outdoor area have not effectively identified potential hazards to children, in relation to the equipment and debris on the grass.
- The system for planning and observing the children to ensure the children's needs and interests are met in all areas of learning is not fully embedded.

## 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 the hall.
- The inspector looked at children's learning journey records and planning documentation.
- The inspector held discussions with the deputy manager and some parents of children who attend the setting.
- The inspector viewed evidence of suitability, qualifications, risk assessments and a range of other documentation.

## Inspector

Lisa Perry

## Full Report

### Information about the setting

The Hall Road Kindergarten is privately owned. It opened in 1993 and operates from a scout hall in Hockley, Essex. The setting is open each weekday; on a Monday and Friday from 9.15am to 12.15pm, on a Wednesday and Thursday from 9.15am to 1.15pm and on a Tuesday from 9.15am to 2.45pm term time only. All children share access to a secure enclosed outdoor play area. Access into the building is via a small step at the main

entrance.

The setting is registered on the Early Years Register to care for 26 children at any one time and there are currently 20 children aged from two to under five years on roll who are all within the Early Years Foundation Stage. It is also registered on both the compulsory and voluntary part of the Childcare Register. Children come from the local area.

The setting employs five staff. Three of the staff, including both managers, hold appropriate early years qualifications. Two other staff are unqualified.

### **What the setting needs to do to improve further**

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

- ensure the premises, including outdoor spaces are fit for purpose and safe for children to use.

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

- embed the system for planning so that activities are closely matched to children's needs and develop the use of observation and assessment in order to support and build on children's progress.

### **Inspection judgements**

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

Children play in an organised environment and make steady progress in their learning. Children are able to self-select some toys and equipment that are stored at low level in the hall. Children are encouraged to point at pictures on a small board, known as 'the free choice board', to indicate what they would like to do. This helps children develop confidence in initiating their own play and taking decisions in their learning. The enabling environment promotes children's choices and further enhances their independence.

Children are confident communicators and offer their comments when asked what they need to do before they eat. Careful questioning by staff encourages a child to explain what a magnifying glass does, 'It makes things bigger'. Positive comments and praise from the staff help to improve children's language and communication. Some children are beginning to show interest in early writing and they have good opportunities to access mark making materials, indoors and outside, which help to promote their early writing. Children enjoy looking at books and listening to stories. A den outside provides an exciting

space for stories and discussion.

Staff show an appropriate knowledge of the Early Years Foundation Stage and demonstrate how they use the framework to support the unique developmental needs of each child. Staff have a generally good understanding of how children learn and carefully observe children to find out their interests, in order to plan activities to enhance their learning. However, the next steps in children's learning are not consistently identified and used for future planning.

Parents are encouraged to become involved in their child's learning by contributing to their child's learning journey and through regular discussions with staff. These records demonstrate children are making steady progress in their learning and development.

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

Children benefit from good settling in procedures. Home visits are conducted and support is given to help the transition between home and nursery. An established key person system ensures that the children form good attachments. A welcoming environment is provided and children are relaxed and confident in the care of the staff. Staff are attentive to children who need extra reassurance and cuddles as they develop their self-esteem. Young children are learning about sharing and turn-taking as staff appropriately intervene to help them solve their difficulties when it comes to sharing popular resources. Older children demonstrate that they understand the behavioural expectations and remind younger children they must share.

Children choose when they have snack and this allows them to continue their activities and enhances the flow of the session. Children confidently butter toast and spread jam and offer to help each other. Snack time and lunch time are sociable and children sit together and chat to staff and each other. Children learn appropriate hygiene routines because staff act as good role models demonstrating hand washing. Children enjoy playing inside and out, giving them the opportunity to get fresh air and energetic exercise. A variety of toys, such as bikes, hoops and bean bags, help children to develop gross motor skills when playing in the outside area.

Children are supported well in their personal, social and emotional development. Regular opportunities are created for children to be acknowledged for displaying positive behaviour and thoughtfulness towards their friends, and when they meet a challenge. Children have the opportunity to gain a leaf to put on a tree in the hall, which acknowledges their achievements. This supports children's ability to feel good about their success and develop their confidence and self-esteem.

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

The management team demonstrates an awareness of their responsibility in meeting the learning and development requirements. A system is in place to monitor and review practice to ensure the setting is always evolving and improving. Professional development of all staff is supported through appraisals, where training needs are identified and

encouraged.

Recruitment systems are in place to ensure all staff are suitable to work with children and induction procedures are sufficient to ensure that new staff and students understand their role. The deputy manager is the designated person for safeguarding and she is clear about her role in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage, so that children are kept safe. Risk assessments are carried out on a regular basis and staff are deployed to ensure that children are kept safe. However, the risk assessment for the rear play area has not identified the dangerous debris and equipment that is exposed and accessible for the children. Therefore, the children's safety is not fully supported.

Staff share information with other professionals and agencies and this is used to identify children's needs to help them make progress and promote their learning and development. Staff demonstrate an awareness of the value and benefit of working closely with parents so that children's individual needs are met. Systems for self-evaluation are in place and highlight the nursery's strengths and weaknesses. An action plan is used to prioritise areas for development. The views of parents are sought in the home/school communication book, and parents are encouraged to inform staff of their child's particular interests, which enable staff to plan activities to around them. Parents, spoken to at the time of the inspection, express their confidence in the nursery.

### 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 (Suitability and Safety of Premises and Equipment).
- take action as specified in the Compulsory part of the Childcare Register (Suitability and Safety of Premises and Equipment)

### 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 registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## 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

<b>Unique reference number</b>	204058
<b>Local authority</b>	Essex
<b>Inspection number</b>	817987
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5

<b>Total number of places</b>	26
<b>Number of children on roll</b>	20
<b>Name of provider</b>	Janet Anne Osborne
<b>Date of previous inspection</b>	28/01/2009
<b>Telephone number</b>	01702 531067

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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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