

Leaside Under Fives Kindergarten

Leaside Church Hall, Ware, Hertfordshire, SG12 9BT

Inspection date

Previous inspection date

19/11/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Children are happy, motivated and eager to learn. They display high levels of independence and confidence and demonstrate extremely positive behaviour.
- Children are supported well in preparing for their transition to school. Discussion, role play and visits to the new setting and from the class teacher all contribute to making the transition as seamless as possible.
- There are rigorous systems in place to keep children safe, which are understood and consistently implemented by all staff.
- Evaluation is used effectively to reflect on practice and set targets for improvement to the provision. This involves children, parents, staff and other professionals to get an overall picture of the setting.
- Children develop good self-care skills. They choose when to have their snack and are competent in spreading butter on the bread and pouring their own drinks.

It is not yet outstanding because

- The information obtained from the parents in order to support the setting in identifying children's starting points in their learning and development is limited.
- There are few opportunities for children to explore and operate information and communication technology equipment.

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 compulsory part 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 two main playrooms and in the outside area.
- The inspector spoke to staff at appropriate times throughout the inspection and held a meeting with the manager in the office.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day and in information included in the self-evaluation form.

Inspector

Lindsay Hare

Full Report

Information about the setting

Leaside Under Fives Kindergarten was registered in 2012. It operates from Leaside church hall in Ware, Hertfordshire. The kindergarten is committee run and serves the local area. The kindergarten is accessible to all children and there is an enclosed area available for outdoor play.

The kindergarten is open on a Monday from 9am to 12pm and from 12pm until 3pm, closed on Tuesdays and open Wednesday to Friday from 9.15am until 12.15pm during school term times. Children attend for a variety of sessions. The kindergarten is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 41 children in the early years age group attending, of which none are under two years. The kindergarten provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The kindergarten employs 12 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level three and the manager holds a level four qualification. The kindergarten receives support from the local authority. The kindergarten employs an administrator.

What the setting needs to do to improve further

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

- improve the information obtained from parents to support the setting's identification of children's starting points
- improve children's opportunities to explore and operate information and communication technology equipment, such as the computer and digital cameras and to use other resources, for instance, a CD player or remote-controlled toys.

Inspection judgements

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

Staff have a good knowledge of the Early Years Foundation Stage and are supporting children's learning well by the planning of interesting activities and experiences that cover all seven areas of learning. Practitioners complete regular and precise assessments of children and use these to plan suitably challenging activities as well tailoring activities to meet the individual needs of children. Therefore practitioners' secure knowledge of children's individual targets helps to ensure that opportunities are not missed to support and extend children's learning across all areas. Some information is obtained from parents initially, although this tends to focus on the care of the child rather than their learning and development and therefore does not fully support the setting in identifying children's starting points.

Children sustain interest in the activities available to them, for example, they sit chatting

to one another whilst waiting patiently for their turn on the small trampoline and then return to wait for another turn several times. Practitioners provide visual clues, such as a sand timer, to encourage children's understanding of taking turns and children enjoy holding this, informing others when all the sand has gone. Communication and language development is promoted well as staff encourage children to talk about what they have brought in for 'show and tell' and skilfully question children to extend this. Children are supported by staff, who sit with them as they listen attentively to a story, copying actions and predicting what happens next. Children's love of books is promoted as they share books with each other inside the tent. Practitioners use a recent visit to the library to remind children how to care for books and children talk about which book they chose. Older children are developing their knowledge of sounds and letters as they recognise letters displayed for them to find on their walk around the room. Children begin to recognise their name and some children are able to spell out their names as they self-register when they come in. Children make marks as they take the attendance register in the role play area and the homework books offered provide further opportunities for children to practise early literacy skills at home.

Children have daily opportunities to access the outdoors area in all weathers. They take great delight in scooping up the leaves and putting them on the parachute to throw up in the air. Staff extend this by providing wheelbarrows, rakes and spades so that they can collect more leaves. Children are skilled in using the hoppers and are keen to race a member of staff. The planning ensures that children are able to develop physically through activities such as obstacle courses and using the balance beams indoors. Children explore the local community as they visit the church and take a walk down the high street. Staff support them in developing their awareness of road safety as they practise using the crossing. There are limited opportunities for children to explore and operate information and communication technology, such as the computer and digital cameras. Children are able to recognise and describe shapes such as a semi-circle and this is promoted further by encouraging them to draw shapes in the air. Everyday opportunities are used by staff to develop children's maths skills, for example, recognising the numbers where they display their name and counting the number of jumps on the trampoline. Children join in counting the line of children before they go outside. When a child leaves to go home, children recount and are asked why there is less than before.

Children respond well to the signs and non-verbal clues that indicate changes in the routine, for example singing 'stop, look and listen' to indicate tidy up time and clapping hands to gain children's attention. Children are confident talkers and will approach adults to ask questions and share concerns because practitioners listen to children and value what they say.

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

The key person system is effective in promoting children's well-being and independence and they form appropriate bonds and secure emotional attachments with caring staff. Children are welcomed into the room by their key person and support worker and those children who find it difficult to separate from their parent often bring their comfort toy to help them feel more secure.

Children behave well because practitioners are good role models. Gentle reminders and careful explanations support the children in understanding why behaviour is unacceptable and what the possible consequences might be. The children display high levels of confidence, sharing their concerns and readily asking questions of adults. For example, one child wanted to know why the member of staff was laying the mats down.

Although the layout of the building means that children have to be accompanied to the toilet, they are able to effectively manage their own personal needs relative to their age. The rolling snack enables children to make choices about when and what they would like to eat and they develop excellent self-care skills as they pour their own drinks and spread butter on their bread.

Practitioners give clear messages to children to develop their understanding of why it is important to have a healthy diet. For example, they provide chopped fruit and vegetables at snack and talk to the children about why they need to drink regularly. Staff sit with the children at lunch time, engaging with them in conversation to help promote social interaction. Children benefit from opportunities to run around and play outside on a daily basis and in addition a large physical activity is also set up indoors such as the climbing frame. Children learn about why they need to warm up and cool down after exercise.

Practitioners provide appropriate support to prepare children for the transition to school. Children are able to visit the school with their key person and the class teacher also visits the children in the setting. Children are able to practise wearing the uniform in the dressing up and the role play area is turned into classroom, where children pretend to take the attendance register.

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

Arrangements for safeguarding children within the provision are strong and well embedded. All practitioners have attended safeguarding training so that they have a secure knowledge and understanding of the procedure to follow if they have concerns. Staff ensure children are safe whilst they are in the setting, they are signed in and out of the building and alarms notify staff if there is someone in the corridor outside. Any visitors have to be let in by staff and are required to sign the visitors' book and there are effective procedures in place for the safe collection of children. Thorough risk assessments and daily checklists contribute to providing a safe and secure environment for children both on the premises and on outings.

There are robust systems in place for recruitment, vetting and induction of staff. Careful monitoring of staff performance through appraisals and observing practice ensures that individual practitioners' strengths are valued and any under-performance is tackled. Individual training records and regular discussions with management help practitioners to improve their knowledge, understanding and practice. There are clear systems to observe, assess and monitor each child's progress and practitioners use this to tailor the educational programmes for each child. Any identified needs are targeted so that

appropriate interventions are sought and gaps are closing. Management monitor this through daily briefings and meetings with staff to ensure that it continues to be effective. The management strive to continually improve the quality of care and education for children. Thorough self-evaluation takes into account the views of staff, children, parents and other professionals. Parents are asked to complete annual questionnaires and regularly comment in the scrapbooks on what the children have been doing. Children are asked what they enjoy doing and practitioners adapt or replace equipment in response. One child was asked by the inspector what she liked best about the Kindergarten to which she replied 'everything'. Excellent systems for reflective practice mean that strengths and weaknesses are effectively identified and planned actions to overcome these have been concerted and effective.

Partnerships with parents and external agencies are well established and make a strong contribution to meeting children's needs. Parents are kept well informed about the care and education children receive through verbal exchanges, newsletters, notice board and parent consultations. They are invited to view their child's learning journey at any time and staff regularly encourage parents to be involved in their learning, suggesting activities they can do at home and explaining how this helps their development. Information is shared with other professionals to support them both in providing any early intervention needed. There are good links with the local community, in particularly the church and local school. The children who will be moving on to this school are grouped together within the setting to encourage early friendships to develop and help with the transition to school later on.

The Childcare Register

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

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

Unique reference number	EY446779
Local authority	Hertfordshire
Inspection number	800325
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	34
Number of children on roll	41
Name of provider	Leaside Under Fives Kindergarten Committee
Date of previous inspection	Not applicable
Telephone number	01920485502

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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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