

Kenley Kindergarten

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

Inspection date	04/02/2013
Previous inspection date	12/09/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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

- There are secure procedures in place for safeguarding children's welfare. Consequently children are safe, and feel secure.
- Children are happy and keen to learn. Transitions between different areas of the nursery rooms and other settings are well managed.
- Children show good levels of independence and have good relationships with each other and members of staff.
- Performance management is consistently applied; staff supervision is good which means that staff work cohesively as a team.

It is not yet outstanding because

- Babies and toddlers settle well, but do not see photographs of themselves and their families to strengthen their sense of belonging.
- Staff do not consistently support children in child initiated play to help them solve problems for themselves, and encourage them to be independently creative.

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 baby and toddler rooms as well as the preschool room.
- The inspector spoke with the manager and staff at appropriate times throughout the day.
- The inspector took the views of parents whilst delivering their children and at collection time.
- The inspector looked at documentation, including children's profiles and records, self-evaluation and a selection of policies and procedures.

Inspector

Gillian Cubitt

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 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. It is

registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The kindergarten operates from two self-contained buildings within the grounds of a primary school. There are two enclosed play areas one for babies and toddlers and one for older children. Children also are able to access the extended field and wooded areas of the school. There are currently 36 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 supports a few children who speak English as an additional language.

There are eight members of staff of whom all hold appropriate qualifications in early years. The setting also supports two apprentices who are working towards a childcare qualification. The manager holds a degree in childcare and one member holds a Foundation Degree in childcare. The registered provider is qualified to level 5 and the manager also has the Early Years Professional Status.

What the setting needs to do to improve further

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

- enhance children's sense of belonging, with particular regard to babies and toddlers by displaying photographs of family and special people at their level
- develop more occasions where staff participate with child-led activities to develop and challenge their thinking during their explorative play.

Inspection judgements

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

Key persons know the children in their care well. This is because clear information is gathered from parents at the start of the placement about children's starting points. Consequently, staff know what they like to do and important people in their lives. Some parents provide photographs of their children that help settle them although this is not consistent for all children. Babies and toddlers do not see photographs of family members at low level, to further support their self-esteem and sense of belonging. Nevertheless, the warm greeting for children and their parents on their arrival makes them feel welcome. Children play in areas that have a variety of resources both inside and outside and planned activities support children's learning in all areas of their development. Children easily access toys that appeal to them, which help to increase their independence and

confidence.

Staff have radically improved their knowledge and understanding of the Early Years Foundation Stage which means that each child's learning is closely monitored through observations of children's progress. Regular reviews of the way staff support children also improves children's independence. For example, staff encourage children to help one another during mealtimes and children enjoy taking responsibility for setting the table and pouring their own drinks. This contributes well towards their skills for the future and in preparation for their move to school. Children use their creativity in different ways, by making patterns in foam and free style painting. Babies and toddlers also enjoy messy play activities that staff use well to help babies develop confidence in feeling different textures. Staff promote babies and toddlers early communication skills by consistently chatting and singing throughout the day. Children delight in story times that show that children understand that books tell stories.

Children benefit most from staff's participation in child-led activities, singing songs and reciting rhymes. Children enjoy role-play, being the baker counting buns in the baker's shop. However, staff do not consistently participate when appropriate to do so, to help them solve problems and be independently creative. All children, including babies have access to outside play areas. Babies have their own enclosed play area where they use brightly coloured equipment to practice their early walking skills. Toddlers enjoy excursions to the wooded areas. Walking hand-in-hand, they like to talk to staff about the things they see and hear. The siren from police cars and buzz of the helicopter is part of the conversation and staff extend this to challenge children's knowledge of other types of vehicles. Older children show their skills riding bikes and scooters and staff noting their competence challenge their dexterity on larger bikes. Older children also enjoy outings that relate to themes they follow such as visiting a Chinese shopping centre as part of the Chinese New Year celebrations. Staff work with parents to help to make improvements for their children through parental consultation sessions and newsletters.

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

Children form close attachments to staff, which promotes their well-being and healthy emotional development. Children show their independence as they take responsibility for their own health care needs. Older children hang their coats up on arrival and are competent following personal hygiene routines. Babies and toddlers in nappies smile and show contentment because staff give gentle support and encouragement during changing time. Children access drinks when they are thirsty and eat healthy snacks and meals that the cook prepares on site. Children also participate in making menus of foods they enjoy. Staff display these on the "Wow" board showing children's gradual understanding about the health benefits of different foods.

All children are relaxed in their surroundings and have a good awareness of their own and other's safety. Toddlers eagerly help staff to wipe raindrops from small cars so they are clean, safe and dry before use. Staff risk assess indoor and outside areas. They have recently made improvements outdoors such as the soft ground cover areas and storage

shed for toys to ensure they are kept and maintained to a high standard. Security systems are also good which means that no person enters the grounds or premises before staff check their identity. Visits from local fire and police officers also help children to understand about their own safety. This also helps children to appreciate the work carried out by others to make their community safe. Children are responsive to staff and behave well. They cooperate in adult-led activities and contribute to making their play areas tidy by putting away their toys after use. Transitions from baby and toddlers rooms to pre-school are smooth as staff welcome regular visits from the younger age group to the pre-school rooms. This allows older children to appreciate the needs of their younger friends. This also develops their maturity and attitude prior to transferring to their next school or nursery.

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

There have been major changes since the last inspection. All staff members have undergone training and evaluation of their knowledge and understanding of the Early Years Foundation Stage. Managers ensure staff's competence in assessing and monitoring the planning and delivery of the educational programmes. Regular supervision of all staff is actively improving consistency in their approach to their observations that help to improve outcomes for children. The policies and procedures further support this and have recently been rewritten and reviewed by all members of staff. As a result, they have a secure understanding of all aspects relating to children's welfare, with particular emphasis on safeguarding children. Staff also have attended recent training in the procedures to protect children. They demonstrate their knowledge and responsibilities in all areas with regard to this area of children's safety. There are clear recruitment and vetting systems in place as well as staff induction that ensures that staff are suitable to work with children. Managers follow appropriate procedures with regard to dealing with allegations. The inspection was brought forward following an investigation by Ofsted. Ofsted sent a warning letter because the provider failed to inform them of a significant event within the required timescale. The provider now demonstrates full compliance to notify Ofsted at any time where an incident arises that may affect their registration.

The valued opinions of parents and children arise from questionnaires and children's verbal requests. This contributes to the setting's self-evaluation process. For example, parents contribute to sessions where their children speak another language at home. This helps staff understand children's needs and cultures as well as including all children into the process. The managers now place emphasis on evaluating their provision in all aspects. For example, staff's awareness of safety, the provision of quality resources as well as projects that engage children's interest and support their learning. Parents willingly contributed to the inspection process to express their satisfaction of the service the nursery provides. Many parents say there is a "family feel" where children are happy and make good progress.

Children's assessments are overall secure. The setting has established links with school partners and the local authority. They use these links to monitor children who they identify

need extra support. They also plan to develop stronger working practices with other agencies and professionals to support children with identified needs.

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
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	402935
Local authority	Croydon
Inspection number	903163
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	45
Number of children on roll	36
Name of provider	Southern Childcare Facilities Limited
Date of previous inspection	12/09/2012
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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