

Hipswell Kindergarten at Colburn Children's Centre

Colburn Children's Centre, Broadway, CATTERICK GARRISON, North Yorkshire, DL9 4RF

Inspection date

21/03/2013

Previous inspection date

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 well-safeguarded. All staff are well-informed about child protection issues and the premises are safe. The owner and manager ensure that all staff fully understand how to keep children safe and follow all necessary guidelines.
- Children's behaviour is good because staff are sensitive to individual needs and act as positive role models. They are deployed well and provide clear guidance for children about what is acceptable behaviour.
- Children with additional needs are very well supported to make as much progress as possible in their learning, with staff working closely with other involved agencies.
- Children's personal, social and emotional development is given high priority. Children are happy and confidently explore their environment, moving freely within the room and the outdoors.

It is not yet outstanding because

- There is scope to further enhance opportunities for all parents to support and share information about their children's learning and development at home.
- Displays and books do not yet include photographs of children's families, friends, pets and favourite people to further promote children's conversations.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector held discussions with the manager at the beginning of the inspection and throughout the day.
The inspector had a tour of rooms and areas used by the Kindergarten, including
- the outdoor space. The inspector also had a tour of the children's centre and took part in a health and safety induction.
- The inspector held discussions with the owner when she arrived and throughout the inspection.
- The inspector observed activities in the main playroom and in the garden area and spoke to staff and children at appropriate times throughout the inspection.
- The inspector held discussions with parents and obtained their comments from parental questionnaires the Kindergarten had carried out.
The inspector sampled children's assessment records and planning documentation,
- checked evidence of suitability and qualifications of practitioners working with children and looked at some written policies.

Inspector

Karen Tervit

Full Report

Information about the setting

Hipswell Kindergarten at Colburn Children's Centre was registered in 2012 on the Early Years Register. It is situated in purpose-built premises, within Colburn Children's Centre, in the Catterick Garrison area of North Yorkshire. The kindergarten is one of two settings managed by a private individual. The provision is set up as a pilot between the provider and North Yorkshire County Council aimed at targeting vulnerable two year olds. It operates from two rooms within the Children's Centre and there is a fully enclosed area available for outdoor play.

The Hipswell Kindergarten employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3, including the owner who has Early Years Professional Status and the manager who has a level 4 childcare qualification.

The setting opens Monday to Friday, term-time only. Sessions are from 9am until 12 noon. Children attend for a variety of sessions. There are currently 11 children attending who are in the early years age group. The setting provides funded early education for two-year-old children. It supports a number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance the opportunities for parents to share information about their child's learning at home and use this information to further develop activity planning
- share photographs of children's families, friends, pets and favourite people to further develop their conversation skills.

Inspection judgements

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

Children make good progress in their learning and development given their starting points. Staff complete regular and detailed assessments of children and use these effectively to plan suitably challenging activities. They listen sensitively to, carefully observe, and skilfully question children during activities in order to re-shape tasks and offer explanations to improve learning. Activities are clearly based on children's interests and individual needs. For example, children show great interest in the building site situated

opposite, so staff provide lots of resources, including hats and different types of bricks for children to create their own construction sites. All children receive good opportunities to make marks, for example, they paint indoors and outdoors and use tractors and vehicles in wet sand. Children have mostly free-flow opportunities between indoors and outdoors, with staff planning for an exciting and challenging outdoor environment. Children develop good physical skills as they confidently ride their bikes, play hide and seek and make their own obstacle courses. Children are motivated and keen to join in with the play activities and resources offered. They are becoming increasingly independent when managing their personal needs, such as, using the toilet and choosing what they want to do.

Staff support children well and ensure that they enjoy their activities, joining-in with their conversations and sharing their interests. Consequently, children are learning to make independent decisions and they become absorbed in their activities and begin to develop good concentration skills. Children independently choose books from a well-stocked reading area and take them into the tent or outdoor pagoda where they sit turning the pages of the book and 'reading' to each other. They enjoy listening to stories staff read to them and older children are able to predict what happens next and join-in with the story. These activities support children's early language development and literacy skills and promote their personal, social and emotional development. As a result, children are developing the skills and attitudes needed to prepare them for their next stage of learning, such as, moving onto nursery. Where children are recognised as requiring additional support, practitioners work with parents and, where necessary, other professionals, to ensure each child's individual needs are met. For example, they work in partnership with the Children's Centre staff and have close links with speech and language professionals enabling them to provide additional support for children in their communication and language. Staff speak clearly to children asking lots of open-ended questions and give children time to respond. They also use simple signing helping to reduce frustration in younger children whose language is still emerging. However, displays and books do not yet include photographs of children's families, friends, pets and favourite people to help develop their conversational skills further.

Parents comment that they are 'happy' with the progress their children make in their learning and development. They say that their children are 'going to have an advantage when they start nursery as they learn so much here' and comment particularly positively about their children's progress in their communication and language. Staff discuss children's progress, activities and achievements with them on a daily basis. They also make children's learning journals available to them. However, as yet, other ways to involve parents have not been fully explored so as to enhance planning and fully consolidate children's learning.

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

Children's personal, social and emotional well-being is nurtured by kind and caring staff who provide a warm, welcoming and inviting environment. Effective arrangements for settling-in new children mean that they make the transition between home and the setting with the minimum of upset. Staff are highly sensitive to the needs of children who struggle to part from their parents. Consequently, they are happy and secure and are

confident to explore and try out new things. An effective key person system is in place and helps children to form secure attachments with the staff who care for them. They carefully plan for their own children's individual learning, spending time during the day supporting them in specific activities, as well as looking after their care needs. Relationships between staff and children are strong and parents say that their children are always keen and happy to come to the setting.

High standards of hygiene are maintained throughout the setting. Very good procedures are in place to prevent the spread of infection. Surfaces are thoroughly cleaned before snack. Children learn to manage their personal care well with good support from staff. They know how to wash and dry their hands thoroughly and when they need to do this. Staff support children in using the toilet and ask them throughout the session in case they forget while playing. Children are offered a wide range of healthy, nutritious snacks. These are sociable occasions with children sitting together and enjoying their fruit. Staff support them in making independent choices and encourage them to talk about what they are eating. Drinks are provided at snack time and drinking water is readily available throughout the session to ensure children remain hydrated.

Staff are attentive and when slight conflicts arise they offer timely and sensitive intervention appropriate to the ages of the children, consequently, children behave well. Children who find it difficult to behave appropriately are very well supported. For example, staff offer individual support to children who on occasions find it difficult to understand that they need to wear their coats outdoors when it is cold. This helps them behave well and develop skills to help in transitions to other settings. They have good opportunities to gain an awareness of diversity as they use a wide variety of resources that reflect positive images of difference.

Children develop a good understanding of personal safety. They are beginning to practise the evacuation procedures regularly and carefully climb on the step so they can reach the tap to wash their hands. Children have frequent opportunities throughout the session to experience fresh air and be active. Parents are asked to make sure that children have suitable outdoor clothing so children can access outdoors no matter what the weather is like. This supports their physical health and development.

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

The safeguarding and welfare requirements of the Early Years Foundation Stage are clearly understood by the owner and manager and are well-met. The designated persons are clear and well-informed of their responsibilities for safeguarding and work well with partners to protect children. Staff have attended recent training and are well informed about the procedures to follow if they have a concern about a child. Records, documentation, policies and procedures are comprehensive and reviewed regularly to ensure they reflect current guidelines and practice. The Hipswell Kindergarten keeps thorough records of accidents and attendance to further protect children and promote their welfare. Effective systems are in place to ensure that all staff working with children are suitable to do so. There is a detailed risk assessment in place and this is monitored to

ensure safety is maintained at all times for the children. All staff have suitable paediatric first aid qualifications. Consequently, children are well-protected in the event of a minor accident.

An effective appraisal system and regular informal supervision is in place to ensure that all staff understand their roles and responsibilities. As a result, the interests of children are promoted as staff are provided with support, coaching and training. There are clear systems in place for self-evaluation and both the manager and owner are motivated to seek further improvement. They successfully identify strengths and weaknesses and have clear plans in place to bring about improvement. These take into account the views of staff, parents and children, as well as advice from the local authority. For example, parents are successfully encouraged to complete questionnaires enabling them to share their views. The manager has a good overview and knowledge of the educational programmes, so she can monitor that all areas are covered within planning and assessment and identify any gaps in learning.

Strong relationships are formed with parents. They receive a copy of 'The Parents' Guide to The Early Years Foundation Stage', regular newsletters and information is clearly displayed on noticeboards. Feedback from the parents is very positive. They say 'staff are friendly and approachable, like the way they greet children', 'children enjoy coming to kindergarten', and 'child is more confident in speech and learning to share'. Staff keep them up-to-date about their child's learning through daily discussion and inviting them to look through and make contributions to their children's learning journals. Good partnership working takes place between the setting and local nurseries children transfer to, with staff being invited to visit it to get to know children in their familiar environment. The owner also makes follow-up telephone calls to children's new settings to ensure they have settled and that staff have all the necessary information. Partnerships with external agencies and services are strong resulting in children being well-supported and protected.

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 action. 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	EY453561
Local authority	North Yorkshire
Inspection number	884828
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	11
Name of provider	Kirsty Amanda Walker
Date of previous inspection	not applicable
Telephone number	01609 532595

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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, which are usually the childminder's 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

