

# Rolleston Kindergarten

Rolleston Kindergarten, 4 The Lawns, Rolleston-on-Dove, BURTON-ON-TRENT, Staffordshire, DE13 9BZ

## Inspection date

15/04/2013

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

- Teaching is rooted in a secure knowledge and understanding of the Early Years Foundation Stage. Every practitioner has a good awareness of how young children learn. They are skilled in supporting and extending children's learning through play, discussions and group activities.
- Children's language development is given very high priority. Practitioners are confident in extending children's vocabulary and critical thinking. They identify any language delay early and work effectively in partnership with parents and other agencies to support all children to become confident communicators.
- There is a very good programme of professional development for practitioners. As a result, practitioners are continually improving the quality of support, which they provide for all areas of children's learning and progress.
- Children are protected from harm because all practitioners are vigilant to ensure that the environment is always safe and secure.

### It is not yet outstanding because

- Opportunities to enhance children's learning by using the indoors and outside simultaneously have not yet been fully embraced.

## 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.

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 playroom and the outdoor learning environment.
- The inspector held discussions with the manager and other practitioners working in the setting, about children's play and care routines.
- The inspector conducted a joint observation of children's activity with the manager.
- The inspector spoke to children and parents to obtain their views about the setting.
- The inspector looked at children's assessment records and planning documentation and spoke to practitioners with designated and key person roles and responsibilities.
- The inspector also looked at evidence of the suitability of all practitioners and the setting's self-evaluation form and improvement plan.

## Inspector

Christine Armstrong

## Full Report

### Information about the setting

Rolleston Kindergarten was originally registered in 1994 and was registered again in 2012 on the Early Years Register and the compulsory part of the Childcare Register. It is a privately owned setting that operates in ground floor premises near to the centre of the village of Rolleston-on-Dove near Burton-on-Trent, Staffordshire. The setting serves the local and wider community. It is accessible to all children and there is a fully enclosed area for outdoor play.

The setting has five childcare staff, including three partners. All hold appropriate childcare qualifications at level 3 and one partner holds Early Years Professional Status. The setting opens Monday to Friday, term time only. Sessions are from 9am to 12noon and 1pm to 4pm. Children can attend all day with lunchtime provision. Children are able to attend for a variety of sessions. There are currently 44 children on roll in the early years age group. The setting supports children with special 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:

- use the indoor and outside areas simultaneously, in order to further enhance children's experiences.

## Inspection judgements

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

Children are well supported for school and their next steps in learning because practitioners have a strong understanding of the seven areas of learning, which are promoted very well. Practitioners also have a strong understanding about how children learn and they are skilled in supporting and extending learning. As a result, children take part in a rich variety of experiences and activities that help them to become confident and self-assured, eager and highly motivated learners. Children's critical thinking and communication skills are particularly well supported because practitioners are very skilled in giving them time and encouragement to initiate conversations. This helps children to develop confidence in expressing their ideas and thoughts. Practitioners are also very skilful in sustaining conversations. This helps children to organise their thinking, extend their vocabulary, explore the meaning of words and question why things happen. For example, practitioners ask children 'what do you know?' and 'what do you think?' about the new items that have been put in the doctor's role play area. Children are continually encouraged to take the lead by practitioners, who ask 'what do I need to do?' as they

become involved in the pretend play. Practitioners are also particularly effective in capturing these opportunities to further extend children's learning by introducing new words into the conversation, such as recycle and explaining their meaning. This approach is effective because it builds upon what children are interested in, know and can do.

Children benefit from a good balance of fun adult-led activities, which are planned around their interest and their next steps in learning. For example, children take part in 'Silly Soup' activities that encourage nonsense rhymes, so that children can experiment with words and sounds. This activity supports early literacy skills. Children also enjoy sitting together at snack time and this sociable time is effectively captured to support and extend their concept of number and measure. They go on walks to find out about the local environment and make simple maps of the places and shapes, which they have seen. This helps them to become more aware of their local community and helps to develop their awareness of shape.

The person holding designated responsibilities for inclusion develops very effective relationships with all those involved in each child's care. This ensures that early interventions are very successful and as a result, children make good progress relative to their starting points. Children with special needs and/or disabilities receive very good levels of support from their key persons, who are extremely knowledgeable about each child's background and circumstances. This ensures that all children take a full and active part in all aspects of the provision. For example, individual books and visual prompts are made using photographs of the child. This provides extended support to capture a child's interest in books and to extend vocabulary.

Practitioners undertake skilled, sensitive observations, which are recorded in children's development folders. These are used to assess the good progress children make and to identify next steps in their learning. Practitioners have implemented the progress check at age two years and successfully identify the achievements and learning priorities for this group of children. Parents have opportunities to be fully involved in this process and are encouraged to make comments in their child's development folder with regards to learning observed in the setting and at home.

Practitioners work effectively with parents, sharing valuable information to support children's learning and development at home and in the setting. For example, parents are asked to make a record of something their child particularly enjoyed over the Easter holiday. This is brought into the setting and used to help children share their experiences and to plan further activities around their current interests. This helps children to recall and make connections between their experiences and to support their interest over time, which enhances their learning experiences.

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

Children develop strong and trusting relationships with practitioners in the setting, which helps them to settle and separate happily from their parents. Practitioners act as good role models, treating children with sensitivity and kindness. Activities are planned that help children to explore their feelings, these include using books, discussions and a persona

doll. Parents report practitioners work sensitively and in partnership with them to effectively support their children to be aware of the appropriate boundaries and behavioural expectations. As a result, children enjoy a harmonious environment where positive behaviour is affirmed and praised.

Children have stimulating and enjoyable opportunities to learn about diversity and difference. For example, they find out about the lives and cultures of people from around the world when a visitor is invited into the setting to talk about and share traditional African art, including mud painting, dancing and singing. This helps children to develop respectful attitudes towards others.

Preparations for children transferring to school and other settings are well established, leading to smooth transitions and continuity in their care and learning. New children are also supported effectively to make smooth transitions into the setting because their allocated key person spends time exchanging key information with their parents. This ensures that they are familiar and able to tailor experiences, which reflect children's interests and needs. Children are introduced to other children in the setting and through newsletters. This helps to prepare children for new arrivals, which supports their sense of belonging and security. Children's need for additional support, in order to feel secure, is also effectively and sensitively catered for. For example, a new child to the setting spends time on a one to one basis with their key person. This provides them with the reassurance to be able to explore the environment and to begin to interact with other children. This results in children soon becoming confident to explore a little more independently, secure in the knowledge that a familiar person is on hand.

Children are effectively supported to develop positive attitudes towards a healthy lifestyle. For example, they grow vegetables, which they eat in the setting. This supports children's understanding of healthy eating. They display high levels of enjoyment taking part in daily 'music and movement' sessions. During these sessions, they learn how to move their bodies in different ways and to respond and express themselves to the atmospheric music. The indoor and outside areas are well organised, providing children with varied and exciting opportunities to play and explore and enjoy fresh air and exercise. Throughout the day, children spend time in both areas. However, they are not always encouraged to use the indoor and outside areas simultaneously, in order to further enhance their experiences.

Children are effectively supported to know how to keep themselves safe because practitioners effectively capture spontaneous opportunities to support their understanding. For example, as children play in the doctor's role play area with a pretend bottle of medicine, the practitioner reminds them that they must only drink medicine if an adult gives it to them. Children learn about safety in the community. For example, they learn about staying safe around dogs when a visitor is invited into the setting to talk about how to do this.

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

This setting has a very effective and well-established programme of professional development. This is helping practitioners to improve their knowledge, understanding and practice. For example, one practitioner has recently completed an Early Years Degree and has achieved Early Years Professional Status. As a result, new initiatives have been introduced that have enhanced children's learning and well-being, such as morning sessions of 'music and movement'. All practitioners have taken part in an 'inclusion and development' programme. They have achieved a 'Quality Mark' in Speech and Language and in Autism and they are working towards achieving the same award for behaviour and social interaction. This helps to enhance the quality of support, which they are able to offer to children. As a result, all children are supported to make good progress in their learning and development.

There are effective systems for performance management, which include peer observations. This approach fosters a culture of reflective practice, which supports daily monitoring of the educational programmes and children's progress. For example, as a result of observations, a new and unusual tented area is created to further stimulate children's interest in going into the book area.

Thorough self-evaluation is undertaken, which takes into account the views of all practitioners, children and their parents. Strengths are identified and areas of improvement are acted upon. For example, as a result of a recent parental questionnaire, changes are being made to further enhance the links between learning at home and in the setting. These types of improvement plans ensure that children's achievements are continually improved.

All practitioners recognise that parents have the best knowledge of their child and they value their input. Parents report that they feel very welcome in the setting and their children look forward to and enjoy attending. They feel their children are making very good progress, particularly in areas, such as recognising letters and the sounds, which they make. Parents are well supported to be involved in this area of learning. For example, the setting's website provides a link to a phonics website.

Children's individual abilities and needs are closely monitored, leading to good levels of support to enhance their learning and progress. Partnerships with external agencies are strong and contribute to early and effective intervention, in order to meet all children's needs. As a result, all children make good progress towards the early learning goals.

Safeguarding procedures are robust, ensuring that children are kept safe and protected from harm and neglect. For example, recruitment and vetting procedures are rigorously implemented, ensuring that all adults working in the setting are closely monitored and assessed for suitability. There is a comprehensive safeguarding policy, which is shared with parents. All practitioners receive ongoing training and have good knowledge and understanding of child protection procedures. Children are further safeguarded through high levels of supervision and a culture of assessing and minimising risk with children during activities. This ensures that children enjoy a safe and secure environment.

## **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 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

<b>Unique reference number</b>	EY455237
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	888307
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	20
<b>Number of children on roll</b>	44
<b>Name of provider</b>	Rolleston Kindergarten Partnership
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01283 813299

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

