

Chipping Warden Kindergarten

Chipping Warden School, Byfield Road, CHIPPING WARDEN, Northamptonshire, OX17 1LD

Inspection date	11/06/2013
Previous inspection date	12/07/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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's learning is promoted well by skilled staff who recognise the importance of working with children's interests and providing a wide range of experiences to promote learning through play.
- The warm and welcoming environment helps children to feel settled, and the key person system means children form strong attachments so that their emotional well-being is effectively met.
- Partnership working with other early years providers is good. This supports children to have positive transitions between settings and onwards to starting school.
- Parents are fully involved in the care and learning of the children, which means that children receive support, consistency and continuity in their learning and development.

It is not yet outstanding because

- Children are not consistently involved in the preparation and serving of snacks and lunches. This means that there are missed opportunities to fully extend the children's self-help skills during these times.
- There is scope to enhance opportunities for children to use musical instruments. They are not as easily available as other resources, which means that children have fewer opportunities to explore the different sounds of instruments and use them spontaneously in their play.

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 a meeting with the provider/manager of the setting and spoke to staff and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector observed activities in all areas and the outdoor learning environment.
- The inspector looked at a selection of children's assessment records and planning, evidence of suitability of staff working within the setting, the provider's self-evaluation and a range of other documentation.

Inspector

Hazel White

Full Report

Information about the setting

The setting is open Monday to Friday during term time. Monday and Tuesday, opening times are from 9am until 3pm and Wednesday, Thursday and Friday from 9am until 12 noon. There is an optional lunch club from 12 noon until 12.45pm on these days. Children attend for a variety of sessions. Currently there are 22 children on roll, all are in the early years age group. The setting provides funded early education for three- and four-year-old children.

There are five staff employed to work with the children. Of these, three hold an early years qualification at level 3, two hold a qualification at level 2. The setting receives support from the local authority and is a member of the Pre-School Learning Alliance.

What the setting needs to do to improve further

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

- extend children's self-care skills by allowing them to pour their own drinks and serve their own food

- strengthen opportunities for children to explore the different sounds of musical instruments and to be able to use them in their spontaneous play.

Inspection judgements

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

Staff have a secure knowledge and understanding of how to effectively promote children's learning and development. They find out about what children can do before they start at the setting and plan effectively for their learning needs. Ongoing assessment of children's progress is thorough. Staff observe children in their play and take photographs of them to illustrate the activities they enjoy. Children are supported well and staff reflect on what they can do to promote effective learning. This ensures teaching focuses on individual children's interests and the next steps in their learning. Parents contribute to their child's assessment to share what they have observed their child can do at home. These records demonstrate children are making good progress in their learning and development in readiness for school. Staff successfully implement the progress check at age two so they are able to identify when early intervention is needed. This means children receive the appropriate support to meet their learning needs.

The quality of teaching is good. Staff provide challenge for the children, whilst ensuring they are successful and this helps children to feel motivated. Staff talk to children, commenting on what they are doing and ask questions to encourage their critical thinking and exploration. For example, children playing with water think about 'why the boats will not float' and 'what they could do to make it happen'. They quickly learn to add more water and have great fun making them glide around the tray. Children eagerly join in conversations and share their news. They describe what they see when they explore the garden in search of insects, naming spiders, ants and wood lice. As a result, they are confident communicators. Staff teach children that the 'white specks' in the soil are called ants eggs and explain how ants carry them deeper into the soil to keep them safe. Children are fascinated by this and use their magnifiers to watch the ants burrow. This effectively promotes children's understanding of nature and lifestyles.

Children use numbers in their play and staff encourage them to count and recognise numerals. For example, children thoroughly enjoy playing a 'guessing game'. Ten objects are lined up and one by one they are removed. Children name the object that is missing and count how many are left, and how many more are needed to make ten again. As a result, children are learning mathematical skills, such as counting, addition and subtraction, in a fun way. Children develop their skills when using technology through the use of an interactive board and competently select and complete programmes. Consequently, children are gaining some useful key skills they will need for the next steps in their learning.

Children understand that print carries meaning as they independently access a variety of books throughout the day and staff read their favourite books to them. They have ample opportunities to make marks with pens, pencils and felt tips and some older children are able to clearly write the letters of their names. In addition, children explore writing for a purpose in role play areas. For example, writing shopping lists and taking 'drinks orders'. These experiences successfully encourage children's early writing and literacy skills.

Children thoroughly enjoy pretend play and use their imagination well. They dress-up as 'princesses' and 'knights' and use the local wood to go on 'bear and dragon hunts'. This effectively supports their fantasy play. Children express their own ideas. For example, children fill cardboard tubes with pasta to make a shaker. However, they have fewer opportunities to use musical instruments because they are not as easily available as other resources. Therefore, children are not consistently able to explore the different sounds of instruments and use them spontaneously.

Children's physical skills are effectively challenged. They spend lots of time outdoors exploring their environment. Children confidently manoeuvre wheeled toys and climb equipment, such as frames and slides. They skilfully use spades and trowels to plant potatoes and flowers. As a result, children learn to use tools effectively and safely as they are given opportunities to practise using them.

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

Children are relaxed and confident in the nurturing environment. They are developing good levels of self-esteem because staff are attentive and value their contributions. Children benefit from good settling-in procedures, which are based around their individual needs. Staff get to know the children well because parents share useful information about their personal care and starting points to further support their learning and development. This helps to support them in the transition between home and the setting. Children show a secure sense of belonging because they develop strong bonds with their key person.

Staff are good role models and use clear explanations to provide children with a secure understanding of acceptable behaviour. Children learn about sharing and turn-taking as staff skilfully intervene to help them resolve their difficulties when it comes to sharing popular resources. Children are becoming increasingly independent as they manage their personal care and dress themselves for outdoor play. However, they are not consistently involved in the preparation and serving of snacks and lunch. This means there are missed opportunities to fully support children's self-help skills during these times.

The setting is well-organised so that children can move freely between indoor and outdoor areas, instigating their own play. Brightly coloured displays, pictures, posters and resources provide a child-friendly and welcoming environment. Children are comfortable in their surroundings and are showing a good awareness of their own and others' safety. They are encouraged to tidy up and take care of resources. When out and about they learn to cross the road safely and know how to keep themselves safe when they visit a nearby allotment. This practice supports children in helping to manage their surroundings to minimise accidents.

Children are well-nourished because they are provided with a good choice of healthy snacks. Staff uses these times as a learning opportunity to talk to children about foods that are good for them and which are not. All staff are clear about children's allergies or food preferences, which ensure children's needs, are met and respected. Children understand the importance of having a healthy life-style and the positive benefits that exercise has on the body. As a result, they have a positive attitude to being active.

Staff have good links with other professionals so that they can help all children reach their full potential. They actively seek advice and guidance and adapted play to meet children's individual needs effectively. Staff liaise closely, ensuring that there is a good level of communication in order to complement children's learning and provide continuity of care. As a result, children are well-prepared for their transition into school.

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

The designated person for safeguarding is clear about her role in meeting the safeguarding and welfare requirements so that children are kept safe. All staff have a good understanding of the safeguarding children procedures and they attend regular training to update their knowledge and skills. The provider has a stable staff team who have worked together for a number of years. Their ongoing suitability is assessed through

appraisals. Rigorous recruitment systems are in place to ensure that any newly appointed staff are suitable to work with children. Thorough induction procedures ensure that new staff have a secure knowledge of their roles and responsibilities. Risk assessments are carried out on a regular basis and staff are well-deployed to help ensure that children are kept safe.

The provider/manager is an effective leader, setting high aspirations for quality. She shares her vision with the staff team, which means they all work together cohesively. The provider has a good understanding of her responsibilities in meeting the learning and development requirements. An effective system is in place for regularly monitoring practice. The team work closely with their advisory teacher, setting targets for improvement. For example, the provider simplified planning and assessment so that it was easier to follow and use when recording children's progress. As a result, the setting is always evolving and improving. Professional development of all staff is supported well through regular supervisions and appraisals. All staff work hard to provide high quality care and learning opportunities for children. This means children's care and educational needs are met well.

Partnerships with other early years providers and other professionals are strong. Staff share information effectively in order to promote children's learning and welfare, and to identify children's needs to help them make best progress. Staff welcome teachers from the local school who visit the setting before children leave. This enables children to know a familiar face when they visit the school and feel more secure. The staff share information with teachers and complete information about children's progress. This promotes continuity in children's care and learning. Good working relationships exist with parents. Key persons fully understand the benefits of working closely with parents so that children's individual needs are met. Parents speak highly of staff, explaining they felt very well-informed, their children are very settled and well-supported in their learning and development.

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	220288
Local authority	Northamptonshire
Inspection number	870635
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	22
Name of provider	Chipping Warden School Kindergarten Committee
Date of previous inspection	12/07/2011
Telephone number	01295 660025

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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, 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.

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