

Chelsea Kindergarten

12 Chelsea Avenue, BLACKPOOL, FY2 0SU

Inspection date

24/05/2013

Previous inspection date

15/07/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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

- The effective key person system and enthusiastic and caring staff team ensure that children are warmly welcomed. Staff engage parents effectively to ensure children's unique needs are known. This means that children are very well supported and are happy and secure in their surroundings.
- Staff demonstrate a good understanding about how children learn through play-based activities. Plenty of variety on a day-to-day basis provides children with lots of choice and fosters learning across all seven areas. Children's learning is effectively supported in fun and playful ways.
- The management team is committed to developing the quality of the provision for the children. Staff support and regular training are a key part of the way the setting continues to develop the service and improve the quality of care for the children.

It is not yet outstanding because

- On some occasions, staff do not always ask questions that provide children with ways to think critically or allow sufficient time for them to think before they answer.
- Some opportunities for children to explore the similarities and differences between the lifestyles and customs of their own families and communities and those of other people are sometimes overlooked.

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

- Prior to the inspection the inspector took account of information received by Ofsted relating to the care of children. During the inspection, the inspector viewed children's assessment and planning records, regulatory documentation regarding adults' suitability, children's details, risk assessments and safety procedures.
- The inspector observed activities in the three main playrooms and the outside learning environment.

The inspector held meetings with the owner, the managers and the member of staff who is the appointed special educational needs coordinator. During the course of the day he also held discussions with several members of staff, and undertook a shared observation of an adult-led activity in the pre-school room with one of the managers.
- During the inspection, the inspector interacted with children and spoke to some of the parents.

Inspector

Frank Kelly

Full Report

Information about the setting

Chelsea Kindergarten was registered in 2010 on the Early Years Register. It is one of two settings run by an individual, and operates from a detached property situated in the Bispham area of Blackpool, Lancashire. Children are cared for in three rooms on the ground floor and there is an outdoor play area.

The setting opens Monday to Friday all year round, with the exception of Bank Holidays. Sessions are from 7.45am until 5.45pm and children attend for a variety of sessions. There are currently 67 children on roll, all of whom are in the early years age group. The setting provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities.

The setting employs 11 members of childcare staff. Of these, two have foundation degrees, one holds a childcare qualification at level 4, and seven hold level 3. One member of staff is working towards a qualification and two are working towards a degree.

What the setting needs to do to improve further

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

- support staff to extend their knowledge of how to enhance children's critical thinking and encourage them to give the children time to think and talk during such occasions
- refine the opportunities for children's understanding of the world and help them to see the ways in which their cultures and beliefs are similar by increasing the range of resources, such as cooking utensils from around the world in the role play equipment, and exploring the similarities and differences when sharing and celebrating a range of practices and special events.

Inspection judgements

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

The nursery is small, which means that the children have familiar and close relationships with all the staff and there is a sense of community. Children literally skip and hop around the nursery. They are happy and purposeful as they go about their play and daily routines. Toys and activities are chosen and participated in with enthusiasm. For example, they join in a counting and number recognition game during the pre-lunch circle time. During free

play periods, pre-school children transfer the toy dinosaurs into the sand in the floor tray and then take them outdoors, secure in the knowledge that this is acceptable. The adults support children's developing understanding of safety as they encourage them to help clear the spilt sand.

The playrooms are well organised and provide stimulating and open-ended possibilities as equipment can be used and moved and combined in different ways. Glitter in the play dough makes it appealing to the eye and provides a different textural feel. This thoughtful organisation reflects the quality of teaching, which is good. Staff's secure knowledge about how children learn and develop is evident in their organisation and interactions with the children. For example, the staff in the baby room discuss with authority the reasons for positioning a large wooden activity board at a low level on the wall. They explain how children enhance and develop their physical development as they grasp large cogs, handles and levers to turn, twist and roll. They acknowledge that it develops children's concentration skills and their sense of investigation and exploration.

Planning for children's future progress is based on accurate and informed observations, which staff use to plan activities and experiences that promote the next steps for each child's development. Information staff gain from parents when children first start is used to help them settle. Staff then undertake a baseline assessment, underpinned by their observations they have recorded as they have become acquainted and familiar with the children. Ongoing progress is monitored and information sharing with parents is effective. Information is shared verbally on a daily basis, and a weekly activity diary provides an overview of what the children have been doing. Parents evenings provide additional opportunities to share information about the children's progress in greater detail. Information about planned next steps is often shared, and staff will look for things that parents can do within the home to overcome any gaps within the nursery routines and equipment. For example, supporting toddlers' use of stairs. Parents in turn are encouraged to share any 'wow' moments that have happened in the home or by contributing to the adventures of 'Chelsea Bear'.

The records of children's progress are regularly updated by staff. A summary of the children's overall progress is prepared when they prepare to move into the next developmental group in nursery. The two-year-old developmental check is also undertaken in consultation with parents. Staff use the 'Development matters in the Early Years Foundation Stage' guidance to identify children's current needs and establish plans for any support a child might require. Close connections and partnerships with external agencies and services are in place and implemented effectively. These support those children with special educational needs and/or disabilities, or those whose starting points are below or above the expected developmental bands.

Staff support children to be critical thinkers in various ways and by providing lots of interesting activities and unusual equipment. For example, babies explore the chunky blocks and discover they can make noises by tapping two items together or turning the rice shakers. Staff's enthusiastic praise helps the young children develop their sense of achievement and fosters their motivation for further active learning. Pre-school children learn to use their listening skills as they play a game, and the toddlers delight in watching the owner unwrap a newly purchased dragon wind chime. However, although staff do ask

questions to help the children think, they, on occasions, rush or answer for the children. This means their critical thinking is not always promoted as well as possible. For example, they ask the children how they know they are in Blackpool and then immediately answer 'I can see the tower' or they ask what they think the chime is made from. Then before they have a chance to answer the adult has added, 'It's coconut'. That said, staff encourage the children's language through daily discussions and singing of songs and stories. Following some of the adult-led activities children imitate the adults by re-enacting their own versions of the games, which allows them to act out experiences and develop their engagement in play and with others.

Toys and books represent the diversity within today's society, and staff provide some opportunities for children to explore the celebrations of other cultures and nationalities. However, they have not fully explored how they could extend these activities further, which means children's growing awareness of the wider world is not always promoted as well as possible; for example, by introducing a wider range of cooking utensils and packaging from around the world in the role play equipment or by exploring the similarities and differences when celebrating special events.

Staff have high expectations of what the children can do and know. They use daily routines to good effect to promote the children's independence and next stages of learning and life events. For example, simple but effective instructions mean that children aged two propel themselves on the swings as they 'tuck' their feet in and 'kick' them out. They are encouraged to dress themselves by putting on their coats, and those who are successful at mastering this are then encouraged to try to fit together the press-studs or buttons. At lunchtime, children aged over two years collect their own cutlery and pour themselves a drink of water. The staff are receptive to ways of developing this further. For those children approaching the transfer to school, they are encouraged to self-register and develop their early letter recognition, letter formation and counting skills. The good access to pads and pencils means children throughout the day make marks for a purpose as they make lists and take 'orders' for a 'fast food outlet'. A range of information and communication technology is readily available for children to use, and they create pictures using glitter glue, tissue paper and paints. Children are confident to try things out, such as role play and dressing up. The girls wear the construction worker's high-visibility jacket and helmet, and the boys wear a dress and a superhero costume as they act out a story with their friends.

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

Staff's warm and attentive care helps children feel extremely at ease. Staff work closely with parents to ensure they have all the relevant information about children's needs so the transition from home is eased. A successful key person system also ensures children and families are well supported. Young babies enjoy a cuddle and the more mobile ones squeal with delight as they join the staff on the play mat. They get close to the staff, tuck their head between their own legs and giggle with obvious pleasure as they view the staff from a different angle. Older children enjoy the attention they receive as they sit and eat their meal at lunch time. Staff are very familiar with children's actions and recognise when the younger babies need a rest. Care plans for children are recorded in consultation with

the child's parents and any other relevant agencies that support the children.

Good routines are followed to promote the health and well-being of the children. Children's routines and dietary needs are known and followed. They are offered and encouraged to eat a varied and healthy diet. For example, at snack time they help themselves to toast and a selection of attractively presented slices of fruit. Throughout the morning the children's appetite is whetted by the smells of freshly prepared meals, such as mince and vegetable casserole served with broccoli. Staff talk with the children during their lunch about how the food keeps them healthy, and children are provided with access to water throughout the day to keep them refreshed. For the older children, a project to grow their own plants is under way and they enjoy regular exercise inside through music and movement sessions. Outdoors, there is some space to run around and climb and slide. For parts of the day there is free access from most rooms into the outdoor play areas, and children can seek rest and quiet activities or be more vigorous as they wish. Children learn about keeping themselves safe and dealing with sensible risks as they run around and balance and use the climbing frame and slide. Younger children propel themselves on a swing independently, and staff support them with a chant of 'tuck feet in, kick out'.

Children are polite and well behaved. They learn from the staff's polite role models and during circle times listen to the views of others. They are so busy in their play there is little time to become bored or disruptive. The older children are developing very good social interactions, confident to express their needs and wishes to their peers without aggression. For example, when a younger child begins to annoy an older child, they respond by asking them to 'Stop doing that, please'. Children share well, such as when they are making models with the play dough.

The setting has good relationships with local schools so that visits are made and information is shared to help those children who are moving on to school have a smooth transition. Within the planning for such events, close partnerships with other agencies and workers are established for those children who require additional support. For example, inviting the child's support worker to visit and meet the child and staff at the setting. A book with key information and photographs is created to allow the child and staff to regularly talk about the forthcoming change. This provides a greater sense of familiarity for the child about where they are going and who will be there.

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

The premises are well maintained and risk assessment is conducted as required. Staff undertake a series of daily checks to ensure that equipment and the areas used by children remain safe and secure. Annual servicing of fire detection and other equipment is undertaken efficiently, with all records displayed in communal areas for parents to see. The management team are responsive to ensuring children's safety is maintained at all times. They review any changes or circumstances to take positive action to improve the care and well-being of the children should any aspect of care change. For example, they have revised the ways the entrance gate is secured and children's access to the outdoor play areas during the busy drop-off and collection times. This means children are fully

supervised within the premises, and the entrance and exits are monitored at all times to prevent children gaining access to the outdoor areas unnoticed.

On a daily basis, the setting is well organised and the policies and procedures meet the requirements of the Early Years Foundation Stage. Safeguarding procedures meet the Local Safeguarding Children Board requirements and information is easily accessible to staff and parents throughout the premises. These detail clearly the contact details and procedures and steps to follow should there be a concern about a child's safety or welfare. Staff undertake regular training, and the procedures are revisited on a regular basis through questionnaires and discussions during team meetings. Consequently, staff are fully confident with and can discuss what they should do, including whistleblowing. Staff recruitment and vetting is reflective of current guidance, and all staff working at the setting have completed all relevant checks. Therefore, the adults caring for children have the relevant experience, qualifications and integrity to care for children.

Staff have a range of childcare qualifications and the management team are keen for the staff to develop their skills further. A regular programme of appraisal and supervision ensures staff build their vocational and professional knowledge, for example, developing children's communication and language, as well as attending specific training, such as first aid. Staff express their enthusiasm for such support, which means that a good base for the development of a culture of mutual support and teamwork has been established.

The senior management team meet regularly and has established ways to monitor the learning for children. Formal self-evaluation is currently being revised, but the setting demonstrates close partnership working with the early years teams and other providers. The management team demonstrate an ability to implement actions that contribute to continuous improvements and adapt to the changes of legislation and recommended practice. All the actions and recommendations from the previous inspection have been addressed, such as the ways that parents are engaged in the children's learning and the temperature of the playrooms. Full records about how medication is administered and recorded now reflect the requirements of the Early Years Foundation Stage. The staff regularly seek the views of children and parents.

Good parental engagement is in place, with staff providing a welcoming environment and a wealth of good information displayed about the learning programme and the setting's policies and procedures. The setting demonstrates effective partnership working across a wide range of services to ensure that all children are effectively supported and none are left behind.

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	EY414705
Local authority	Blackpool
Inspection number	919799
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	34
Number of children on roll	67
Name of provider	Debra Easter
Date of previous inspection	15/07/2011
Telephone number	01253596951

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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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Piccadilly Gate
Store St
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