

Katie's Kindergarten

3 Grange Road, THORNGUMBALD, East Riding of Yorkshire, HU12 9PR

Inspection date

08/07/2013

Previous inspection date

26/11/2008

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

- Staff observe and assess the children to support their individual interests and learning very well. Consequently, children are engaged and motivated in what they do. This results in children making expected ongoing progress relevant to their starting points.
- The children are settled and readily engage in the activities provided because staff know the children's different interests, needs and abilities. This is reflected in their positive behaviour, growing independence and confidence.
- The partnership formed with school is good. This results in children's transitions being managed effectively through a shared approach to their ongoing learning and development.
- The key person and staff work very effectively with parents and their children. Parents are very pleased with the good level of care and support provided. As a result, they are well informed about their children's ongoing learning and progress.

It is not yet outstanding because

- Opportunities for older children to use resources to further enrich their early writing skills are not always available in some areas of the nursery.
- There is scope to build on the range of physical opportunities for the children; to explore new ways to move their bodies, by using different sized equipment.

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 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 with the children and staff in the nursery and outdoor play area.
- The inspector spoke with the manager, staff and children at appropriate times during the inspection.
- The inspector looked at the children's journey files, the planning and the nursery's self-evaluation.
- The inspector looked at relevant records, planning documents and a selection of policies, procedures and the risk assessments.
- The inspector took account of parents' written comments and those spoken to on the day.

Inspector

Christine Tipple

Full Report

Information about the setting

Katie's Kindergarten was registered in 1996 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is privately owned and managed. It is situated in a two storey building and operates from three areas on the ground floor; this consists of two rooms for the early years children and a room for the out of school club. The nursery and out of school club serve the local area and is accessible to all children. There are enclosed areas available for outdoor play at the front and rear of the premises.

The nursery opens Monday to Friday, all year round, except for the Christmas period and bank holidays. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 40 children attending of whom 24 are in the early years age group. The nursery provides funded early education for three- and four-year-old children.

The nursery employs five members of childcare staff. Of these four hold qualifications at level 2 to 6 and one staff member has Qualified Teacher Status. In addition, there is a cook and maintenance person employed. The nursery attends the Area Early Years Development Team meetings.

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 older children to write for different purposes, for example, by including more writing materials in the role-play areas
- extend opportunities for children to build on their physical skills; to explore new ways to move their bodies, by using larger equipment in different ways.

Inspection judgements

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

Staff work very well with parents as children start nursery. This includes the completion of the 'all about me' booklet, to share information with the key person of their children's needs, routines and interests. This assists staff to know children's starting points, to support their early assessment, in order to plan for their ongoing development. Staff have a good understanding of the areas of learning and provide a wide selection of purposeful activities. These enable the children to be engaged, motivated and develop their skills to

make expected progress in their learning. The regular observations and assessments completed by the key person enable them to clearly identify children's next steps in their learning. This informs the planning and includes any additional support or challenges children need. This includes the required progress check at age two. The daily communication books for parents and the sharing of children's progress reports by staff are valued by parents. Other written information about future topics, related activities, songs and books are provided for them; to enable them to support and actively share in their children's learning at home.

Children are engaged in the activities provided and show a positive level of confidence and independence. A younger child at the water tray looks for the fish and finds two toy ducks in the water, this progresses to hiding these under the beakers and staff ask 'where are the ducks' these were revealed excitedly by the child. Children happily engage in conversations with each other and the staff use open-ended questions to support the children, to give them time to respond and express their ideas and needs effectively. This includes the visual timetable and self-registration that encourage children to start to recognise their names and know what happens through the day. This is highly effective in developing children's communication and language skills and their personal, social and emotional needs. Children use various mediums to make marks and patterns with, such as, dry and wet sand, chalks they use on the path or on boards inside and outside. However, staff do not always ensure areas in the nursery are stocked with a rich range of resources, to enable older children to fully extend their writing skills, particularly in the role play areas.

Children have daily opportunities to be outside. They access various resources and equipment that support their physical skills well. They crawl through the tunnels and sit on the tricycle independently. They help to make the obstacle course where they use their arms to keep their balance and all clapped when they reached the end. However, the range of larger play equipment that enables older children to explore new challenges is not fully extended. For example, climbing and balancing to further promote their growing confidence and physical skills. Children use a range of different media in their creative designs. The story of the rainbow fish includes lots of different creatures that live in the sea and the children decide which one they want to make for their model. The results were an octopus with 'ten legs' and a shark that are all displayed with pride by the children.

Children grow and look after different vegetables and fruit in the garden areas, such as strawberries which they picked for their snack as they were 'red'. The outside provides logs and stones for the children to look for insects using magnifying glasses. This fosters children growing awareness of nature and the environment. Children use games with a dice to count the dots and move the counters along. Songs and the use of props enable children to use language, such as less and more, bigger and smaller. This successfully enables children to learn new skills in solving problems and to extend their mathematical development. The good support provided for the children enables them to be well prepared as they move onto school.

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

Children are very secure in their attachments with their key person and staff because they are caring and sensitive to the children's individual needs. As a result, children are confident, engaged and motivated in their play and learning. The wide range of accessible resources and equipment provided for the children offers interesting learning opportunities that are welcoming, both indoors and outdoors. As a result, children's interests and decision making are well supported in what they do. Staff provide a positive environment where all children develop and progress relevant to their needs and abilities. Staff are informed of the working arrangements with other professionals as required, to support children attending nursery. The staff are calm and provide good role models for the children in their caring approach, ensuring children are spoken to appropriately. They support them when needed, such as the occasional reminder to share and take turns. There is a positive emphasis on helping each other, such as holding hands when managing the obstacle course. The nursery boundaries enable the children to take levels of responsibility to manage these for themselves. Consequently, children's behaviour is positive because they are secure in their relationships with the staff.

The transition arrangements from home to nursery are managed very well. All the children are together at various times through the day and this enables the youngest children to be very familiar with the nursery staff and environment. This results in children being settled and secure. The partnerships with schools are good and staff visits take place including attending school events. Information is effectively shared through the transition booklet, to ensure continuity as children move to the next stage of their learning. Children have visitors to the nursery that support them to know 'people who help us'. This includes the community support officer and a parent who is a nurse who shares different resources the children would see in a hospital or at the doctors. The children use age-appropriate resources with guidance as staff teach them to use these in a safe way. This includes a display about the beach and children are confident in their understanding of sun safety as they put on their hats and sun cream.

Children have snacks and meals provided and these are prepared daily from mainly fresh produce by the nursery cook. The selection offers children a nutritional balance. Children are assisted to serve themselves at lunchtime and many go back for seconds as they enjoy the food provided. Children are developing their personal care skills very well, such as getting their shoes and coats on or washing their hands. The younger children follow the example led by the older children as they turn on the tap and get the soap to wash their hands.

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

The management and staff regularly monitor the teaching, learning and provision for the children. They use the guidance document, Development matters in the Early Years Foundation Stage. This enables them to assess where the children are in their learning, to clearly identify areas to support and extend learning relevant to their individual needs and abilities. Staff, parents, children's voice and the local authority contribute to provide a shared approach to how the nursery improves their provision for the children and inform

the nursery's self-evaluation. This results in a clear plan on how they continue to develop and progress the quality of care and learning provided.

The nursery's recruitment and selection procedures are secure. All requirements are in place to ensure the suitability of staff. There is good management support for staff through regular team meetings, training, peer observations and appraisals. This informs individual staff's needs that effectively contribute to their self-development. Staff have completed regular safeguarding training to remain up-to-date about current procedures and requirements in protecting children's well-being. Risk assessments are monitored to minimise any incidents or accidents. All policies and procedures are reviewed to ensure these reflect current practice and guidelines and are fully shared with staff and parents. These all contribute to the safe management of the nursery.

The partnerships with parents are good. The nursery provides relevant information about the care and learning provided and parents can have this provided in hard copy or on a computer disc. The daily feedback either verbal or through the children's communication books is highly valued by parents. This enables them to be kept informed about their children's day and what they have enjoyed doing. The termly reports and open sessions where parents meet with their children's key person offer a shared approach to their children's ongoing progress. Consequently, parents feel well informed about the care and learning offered to their children. They are very complimentary about how welcoming and helpful the staff are and they feel able to ask them for advice or support. Parents know their children are secure and happy at nursery as they see the progress they are making in their communication, language and personal and social skills.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	314657
Local authority	East Riding of Yorkshire
Inspection number	876951
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	38
Number of children on roll	40
Name of provider	Kathleen Mills
Date of previous inspection	26/11/2008
Telephone number	01964 622 135

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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
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