

The Kindergarten

The Church of the Holy Sepulchre, Church Lane, NORTHAMPTON, Northamptonshire, NN1 3NL

Inspection date

02/08/2013

Previous inspection date

26/03/2012

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 provider and staff observe, assess and plan for individual learning effectively to ensure that children are consistently challenged to reach the next stage in their development. The choice of activities and resources is good.
- Children's social and emotional needs are well met by staff. Relationships are very good, thereby, fostering a sense of belonging and ensuring that children are confident learners.
- The partnerships with parents are strong with regard to sharing information that aids staff in meeting children's care and learning needs effectively.
- Babies and children are continually encouraged to use their senses to explore a full range of different media and materials to enhance their sensory development and creativity.

It is not yet outstanding because

- Children are not always effectively supported in developing skills as they use tools; with specific reference to learning to use scissors and the choice of cutlery offered to them at lunchtime.
- Staff do not always promote children's language development with full effect. When talking with children their questions are not always open-ended and children are not consistently given time to consider their responses.

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 observed activities in ground floor play areas and in the outdoor play area.
- The inspector held meetings with the provider/manager of the provision and spoke to staff and children.
- The inspector conducted a joint observation with the provider/manager.
The inspector looked at a selection of children's assessment records and planning,
- evidence of suitability of staff working within the setting, and a range of other documentation.
- The inspector took account of the views of parents.

Inspector

Jan Burnet

Full Report

Information about the setting

The Kindergarten was registered in 2002 and is registered on the Early Years Register. It operates from converted premises that are part of the Church of the Holy Sepulchre located in the centre of Northampton. The Kindergarten is divided into three areas; two separate units on the first floor are for babies and for young children aged two to three years, and children aged from three to five are accommodated on the ground floor. All children have access to a ground floor church hall and a small courtyard used for outdoor play. There are three steps at the main entrance and access to the first floor is via stairs only. A ramp is fitted for access to the rear of the church buildings.

There are currently 40 children in the early years age group on roll. They are able to attend for a variety of sessions. The Kindergarten provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language. Operational hours are Monday to Friday from 7.45am until 6pm throughout the year, except for bank holidays.

There are 17 members of staff, including the provider, who work with the children. Of these, one staff member holds an early years qualification at level 6 and also holds Early Years Professional Status. There are 11 staff members with early years qualifications at level 3, and two members of staff are working towards an early years qualification at level 2.

What the setting needs to do to improve further

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

- extend practice for promoting children's language development by consistently asking children more open-ended questions and by giving them thinking time and time to put their thoughts into words
- consistently teach children the skills they need to use equipment effectively and safely, and give them opportunities to practise them; with specific reference to developing skills with use of scissors and their use of appropriate cutlery at meal times.

Inspection judgements

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

Children are making good progress. Individuals are supported well because each key person's knowledge and understanding of how children develop and learn is good. Children are challenged effectively to ensure that they reach the next steps in their learning because planning for learning is tailored to individual needs. Communication with parents is effective with regard to obtaining information during induction on what their child already knows and can do. Parents' views are valued and there are regular opportunities to share information and plan for children's learning in nursery and at home. Staff support children well so that they develop skills in readiness for nursery class and school. They are aware of the requirement to provide parents with a 'progress check at age two' and complete these where necessary.

Children choose from a good variety of resources that are safe and meet their development needs well. Resources for babies promote their sensory experiences effectively. They explore every day objects, lengths of material with different textures, and interactive press button toys. Babies practise manipulative skills as they press different buttons to make different sounds. They grasp toys, and older babies develop skills as they learn to match and post shapes into sorters and as they play with inset jigsaw puzzles. Resources in the baby room are stored close to or at ground level so that the youngest children have easy access to them. Staff organise space well to ensure that babies have plenty of free space to move around in when they begin to crawl and walk. They are able to pull themselves to standing as they hold on to low-level furniture and soft play equipment. Babies explore their voices as they 'babble' and staff interpret their needs effectively as babies cry and use facial expression and body language to express themselves.

Children aged between two and three years are able to choose to play in two rooms. In one room they can choose from a full variety of resources that includes books, construction toys, role-play resources and jigsaw puzzles. The focus in the other playroom is on 'messy' sensory play activities. Children's exploration and creative development is promoted well because they investigate resources that include dough, jelly, cooked and raw spaghetti, lentils, baked beans and 'gloop', which is corn flour mixed with water. They explore their senses and enjoy making marks in sand, paint and saw dust. A favourite activity is to squirt paint into large trays or onto large pieces of paper on the floor and then explore the paint with their hands. Children choose to sit at a table where that can access paper, pots of glue and brushes, and toy catalogues. They use good physical skills as they carefully scrape the brush on the side of the glue cup. Children concentrate well as they cover their paper with glue and some children watch the marks that they can make when they let the glue drip from their brush onto the paper. They choose pictures of favourite toys and staff ask them to rip the pictures out of the catalogue to create their collage. Consequently, an opportunity for children to develop and practise physical skills with use of scissors is missed. This is because even though safe scissors are easily accessible, staff do not encourage children to use them.

Children's speaking skills are developing well. They express themselves confidently and engage in conversation with their friends as they join together for their chosen activities. Older children talk about their drawings as they practise pencil control. Staff generally promote communication and language development effectively. However, they do not always extend children's thinking and speaking skills with full effect. This is because questioning is sometimes closed, and when questions are open-ended staff sometimes answer themselves before children have the opportunity to do so. Children who speak English as an additional language are encouraged by staff to use their home language as well as learn to speak English as they play.

Children's mathematical learning is promoted well by staff. For example, children welcome a staff member's involvement as they build with large blocks. They talk about the height of the tower that they are building together, and they are supported well in counting and naming the different coloured blocks that they use. Children then collapse the tower and staff encourage them to group the blocks by colour. Older children create a long track with their blocks and demonstrate good balancing skills as they walk along it. They are able to count the blocks independently with one-to-one correspondence to 14. Planned activities also enhance children's mathematical learning. For example, while children plant tomato and pumpkin seeds, they talk about quantities as they fill trays with soil in readiness for planting and they count out the seeds that they are going to plant.

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

Children are supported well in the transition from home to the nursery setting in a manner sensitive to their different needs and those of parents. Children's personal, social and emotional development is given a high priority by staff. Consequently, the relationship between each child, their key person and other members of the staff team is good. Children are settled, happy and confident. Staff encourage children to play cooperatively with others, share and take turns. Children behave well and behaviour is consistently managed by staff with use of positive reinforcement in order to boost children's self-esteem. Children are well prepared for the next stage of their learning and transitions to other settings and school. For example, Reception class teachers are invited to visit children in the nursery. Good organisation of resources encourages children's independence as they are able to choose and easily select resources for themselves. Staff consistently meet the care needs of each child in the group and respond sensitively to them as individuals. Good practice encourages children to gain an understanding of difference. For example, resources reflect positive images and children learn about different traditions, customs and beliefs.

The nursery environment is safe, warm and welcoming and children learn how to keep themselves safe. For example, they know why they must not run in the playrooms, they learn how to cross the road safely and they regularly practise the fire drill. Children's well-being is addressed well and parents are provided with clear detail on staff practice in policies on safety, illness and accidents. Children's physical development is fostered effectively. They enjoy activities equally in playrooms and an outdoor play area, and they practise skills in the church hall with use of large physical play equipment. They play ball

games and demonstrate good control and skills when they pedal and steer ride-on toys. Children enjoy moving their bodies in different ways as they join in with actions to songs. They understand and adopt healthy habits, such as good hygiene practices, and they learn to manage their own self-care needs. Meal times are treated as social occasions and food is healthy and nutritious. Children are invited to choose their own cutlery at lunchtime; however, they are not always guided by staff in choosing cutlery that matches their skills. This is because staff decide that for some meals only a fork and spoon should be offered. Consequently, children who are capable of using a knife and fork are not always encouraged to do so and so do not practise and develop their skills.

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

Staff ensure that children's health and safety is protected well. They are fully aware of their responsibilities with regard to supervising the children in their care and ensure that children are never left unsupervised with a person who has not been vetted. They assess and minimise risks successfully and strong systems are in place to protect children from abuse. Procedures for recruitment, selection and induction are good and vetting procedures for staff are thorough. The provider is also the Kindergarten's manager and she makes sure that all staff are aware of their responsibilities to safeguard children. Parents are aware of the safeguarding policy, and the Northamptonshire Safeguarding Children Board procedures are displayed on the noticeboard. The provider ensures that her own and staff members' safeguarding knowledge is kept up-to-date. The provider ensures that information is obtained from parents and carers on who has parental responsibility for each child. She is aware of significant events that must be reported to Ofsted. Hygiene within the nursery is addressed well.

The provider and staff use their experience and skills effectively to ensure that the service provided for parents and children is reviewed and improved. The educational programmes are successfully monitored in order to ensure children's care and learning needs are addressed well. Staff are successful in ensuring that children make good progress in relation to their starting points. The current priority for improvement is to develop a garden area in the church grounds adjacent to their ground floor playroom, and to extend the choice of information and communication technology resources. Processes for staff supervision, performance management, training and ongoing professional development are good. The provider welcomes advice and support offered by local authority development workers. She has requested, 'Let them be two' training in order to enhance staff members' skills. The choice of resources is good and books and toys meet children's needs at their different stages of development well.

The partnership with parents is strong because communication between staff and parents is good. Therefore, ensuring that they work well together to meet children's different needs. Children do not currently attend any other early years provision but staff have experience of linking with other early years providers to ensure a cohesive approach to each child's care and learning. Policies and procedures support the safe and efficient management of the provision and parents are made aware of them. Required

documentation, including consent to administer medication and medication and accident records, is kept up-to-date and in good order.

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	EY248015
Local authority	Northamptonshire
Inspection number	915576
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	53
Number of children on roll	40
Name of provider	Jodi Donnell
Date of previous inspection	26/03/2012
Telephone number	01604 631033

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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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