

# Hipswell Village Kindergarten

The Old School, HIPSWELL, Catterick Garrison, North Yorkshire, DL9 4BB

<b>Inspection date</b>	18/10/2013
Previous inspection date	09/09/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 majority of children make good progress because the quality of teaching is good and occasionally outstanding.
- There is good emphasis on developing communication, language and literacy skills particularly for older children, which helps prepare them for school.
- The key person process is well embedded and used effectively to ensure that all children make good progress towards the early learning goals in all areas of learning.
- Partnerships with parents are strong. Parents are well supported and staff are knowledgeable about family backgrounds and children's home lives which ensures that they receive consistency in their care and learning.

### It is not yet outstanding because

- Parent's contributions about what their children can do at home are not always used to the full effect to help staff identify children's next steps in learning and development.
- There is scope to simplify the way observations are recorded to avoid staff having to spend more time than necessary evidencing children's progress when they could be working directly with the children.

## 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 toured the premises and the outside area and observed a number of children and groups involved in play activities indoors and outdoors.
- The inspector reviewed policies and procedures, risk assessments and the monitoring and assessment procedures.
- The inspector met with the joint managers and spoke with staff and children at appropriate times during the day.
- The inspector took account of the views of parents spoken to on the day and evidenced on children's and staff records.
- The inspector reviewed children's assessment records and planning documentation.
- The inspector discussed the performance management system and process with the management team.

## Inspector

Heather Dakin

## Full Report

### Information about the setting

Hipswell Kindergarten was registered in November 2004 and is on the Early Years Register. It is privately owned and is located in a converted school in Hipswell Village, close to Richmond. The premises consist of five units where children are cared for in age appropriate groups, a kitchen, toilets and staff facilities. Outdoor play is provided in an enclosed playground with grass and hard surface.

The setting serves children from the local community, and has a mix of army and civilian families. There are currently 79 children on roll, all of whom are in the early years age range. There are 22 members of staff working with the children on a full and part time basis, of whom 21 hold a relevant childcare qualification. The setting receives support from the local authority and provides funded early education for two-year-old children. Opening times are 7.30am to 6pm from Monday to Friday throughout the year. The setting is closed for a week between Christmas and New Year and on bank holidays.

### What the setting needs to do to improve further

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

- consider ways to reduce the time staff spend evidencing children's progress, thereby increasing the amount of time staff have available to further promote children's learning
  
- enhance the way contributions parents make about what their children can do at home are used to inform assessments of children's learning.

## Inspection judgements

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

Children make good progress in all areas of learning because the quality of teaching is good for all children and often outstanding for three- and four-year-olds. Staff challenge children's thinking through effective questioning and the use of well-maintained resources which extend and develop their learning. For example, during a baby play session a child clapped his hands in delight when the member of staff made animal noises as part of the story she was reading to him. Staff are approachable and plan a good balance of child-initiated and adult-led activities which are delivered well and move children on to their next level of learning. School readiness is actively promoted in the pre-school room. For example, an excellent letters and sounds activity encouraged children to recognise letters

by name and sound and to link them to familiar words. The children greatly enjoyed this activity doing the actions and singing in response to the flash cards and taped music instructions.

Children feel cared for, safe and secure because staff listen to them and react appropriately to their wants and needs. The development of the prime areas of learning, good communication, physical development and personal and social development are a strength of the nursery. Staff teach children to communicate, to develop their language and physical skills and encourage children to care and share with each other without argument. Books play a large part in all activities and accessible resources mean that children use props to act out their story from the books they are reading.

Staff plan exciting and interesting open-ended activities, both indoors and outdoors, which engage children and effectively develop their learning. For example, a construction activity in the pre-school room held the attention of three boys and one girl for 20 minutes during which time they worked cooperatively together sharing the resources and supporting each other with suggestions of how to make their constructions balance more effectively. Staff support children's learning by introducing extra resources during activities which serve to maintain the children's levels of interest and provide additional challenge.

The key person role is strong. All staff know their children well and have excellent, supportive relationships with parents. This partnership is used effectively to help children to feel confident and to make good progress in their learning. The majority of staff use observations well to inform children's next steps. However, there is scope to further develop the way parental contributions are used in ongoing assessments to even better determine children's next steps in learning.

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

The nursery provide a warm, safe and secure environment which is used extremely effectively to help children to develop attachments to appropriate adults. The provision for ensuring the well-being of children is good because children are protected and nurtured by staff who know them and the needs of their families well. There is a strong professional partnership between staff and parents which is used effectively to share and support children's development needs. The key person role is well established and used to support all staff in shaping how they manage children's learning, development and personal, social and emotional needs during activities.

Transition arrangements and managing the diverse needs of all children are excellent. For some children being part of army life means that parents can be away from home for long periods of time. Staff work extremely well with families to manage changes at home as well as those in the nursery. Parents welcome this support. Staff work with families and a range of other professionals and use their expertise and knowledge of the children to shape each child's individual settling in process. The arrangements the nursery has with the local children's centre, social care centre and the main feeder school are excellent.

They work together effectively to ensure that all children receive continuity of care and learning as they move on to their next provision or stage in learning. For example, the outreach work that the nursery does in the children's centre with two-year-olds enables the nursery leader to share good practice which benefits all children in both settings.

Children play and learn well together demonstrating good behaviour in a range of situations. For example, older children help younger children and children share resources when working together or playing independently alongside each other. During a shared reading activity between two children, the first child gave up the book to the second so that they could take over telling the story, even though the first child was enjoying their role. Staff work effectively to enable children to manage their feelings and behaviour. They only intervene in disagreements between children when necessary and in doing so they encourage children to develop confidence and self-awareness. During activities children are encouraged to make choices, which builds the emotional resilience they need to progress to the next stage in their learning and development.

Health and safety and effectively managing risks is a strength of the nursery. Staff ensure that health and hygiene is prioritised during daily routines and activities, for example, during snack and lunchtime and when using climbing equipment indoors and outdoors. The staff use these tasks to teach children healthy eating, personal safety, and to help develop physical skills.

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

Leadership and management of the nursery are very good because the management team are committed to providing a safe, secure and high quality learning experience for all children. The management role is divided between two managers who work well together sharing roles and responsibilities according to their expertise. The named person, who is one of the managers, has a clear understanding of her legal role and responsibilities and is effectively supported by the nursery management team.

Children are protected and safeguarded because the managers carry out robust recruitment and vetting procedures for new staff. Ongoing checks to confirm continued suitability of staff take place during annual appraisal and regular staff supervision. The management team monitor adherence to policies through discussions with staff and observation of their safeguarding and health and safety practices. This ensures staff are confident in the action to take if they have any concerns about children's safety and well-being and ensures children are kept safe at all times.

Performance management is very good. There is a comprehensive staff induction and training programme in place which is a combination of in-house and external training and development opportunities. For example, five staff have undertaken training on baby brain development to improve nursery practice in relation to managing the developing needs of very young children. This was identified as a development need during staff discussion,

observation of practice and monitoring of children's learning. The staff demonstrated the impact of this training during the inspection. For example, all staff continuously spoke to the children during activities, explaining and linking objects to sounds and words. They stimulated the babies senses using appropriate resources and teaching strategies, and by making activities fun, which maintained their interest and attention. Staff are encouraged to assess their own development needs and are supported to do this through coaching and mentoring. The management team collect data and information on children's progress, which they use effectively to help staff to improve outcomes for children and prepare them for school.

Professional relationships between parents, staff and management are supportive, respectful and a particular strength of the nursery. They work together to support children's well-being, health and safety and learning. Parents share information about what their children know, understand and can do as part of transition from home to nursery and at other times for assessment purposes. Parents, children and staff contribute to the very rigorous assessment process. However, the system for recording children's progress during activities requires simplification. Staff spend a significant amount of time, writing incidental observations which they then record on a summative assessment sheet. This system is onerous for staff and takes staff away from working directly with children during some parts of the day.

Self-evaluation is very good. The management team employ a range of effective strategies to identify nursery strengths and weaknesses and to inform their improvement plan. They use feedback from parents, staff, children and external professionals to make changes in order to improve outcomes for children. For example, the two-year-olds' playroom was audited by the management team and deemed to need improvement to its structure and resources. New resources have been purchased and a date for modification has been set. This will ensure that the learning environment will better reflect the development needs of two-year-old children in the future.

## 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>	EY292546
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	861439
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	73
<b>Number of children on roll</b>	79
<b>Name of provider</b>	Kirsty Amanda Walker
<b>Date of previous inspection</b>	09/09/2008
<b>Telephone number</b>	01748 830 834

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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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