

Portland Kindergarten Limited

33 & 35 Tentercroft Street, Lincoln, Lincs, LN5 7DB

Inspection date	23/01/2014
Previous inspection date	20/02/2009

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

- Children make good progress, their development is monitored well and their next steps in learning accurately identified and well planned for.
- The successful implementation of the key person system enhances relationships with children. As a result, children develop trusting relationships and feel secure.
- Staff are well qualified and knowledgeable. This is reflected in the professional development and training opportunities. As a result, staff are skilled in supporting all children.
- Children benefit from the strong partnerships between the staff and parents, ensuring key information is shared between them. This enhances the continuity of care.
- Leadership and management is effective. The manager is well motivated and passionate about continuous improvement. She ensures the quality workforce is maintained through consistent monitoring and supervisions.

It is not yet outstanding because

- There is scope to extend the range of words in children's home languages that are used and displayed around the kindergarten.
- Opportunities to further encourage older children's independence with regard to putting on their coats and at meal times are not always fully explored.

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 each room of the kindergarten and the outside learning environment.
- The inspector conducted a joint observation with the Early Years Professional.
- The inspector held discussions with the manager of the kindergarten, the Early Years Professional, room staff and children.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the kindergarten's self-evaluation and improvement plan.
- The inspector took account of the views of a parent spoken to on the day.

Inspector

Sharon Alleary

Full report

Information about the setting

The Portland Kindergarten Limited was registered in 1990 and is on the Early Years Register. It is situated in a converted premises in Lincoln, and is privately owned. The kindergarten serves the local area and is accessible to all children. It operates from three base rooms and there is an enclosed area available for outdoor play.

The kindergarten employs 12 members of childcare staff. Of these, one holds appropriate early years qualifications at level 5, seven at level 3, one at level 2, including one with Early Years Professional Status. The kindergarten opens Monday to Friday all year round. Sessions are from 8.15am until 6pm.

Children attend for a variety of sessions. There are currently 72 children attending who are in the early years age group. The kindergarten provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance opportunities for children to see and use their home language by extending the range of words displayed in and around the kindergarten
- review meal times and routines for older children to ensure children's independence is consistently encouraged and their skills in this area are promoted even further.

Inspection judgements

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

Skilful teaching means children's progress in their learning and development is good. Staff understand that children learn through their play and they make the most of opportunities that arise during the session to extend this. They provide accessible resources and home in on children's interests to enable them to challenge their play and ideas. For example, animals are added to shaving foam, children explore size concepts and literacy as they compare the animals and begin to form letters in the foam. Key persons clearly get to know their children very well, understanding each child's individual personality, learning needs and play preferences. Children's starting points are gathered from parents and used as a baseline for staff to plan play for each child. Staff observe children in their play, they

complete spontaneous and focussed observations, consequently, next steps for learning are identified. Staff use this information to plan fun activities based on children's interests to enable them to move towards the early learning goals. As a result, they have the necessary skills in readiness for school. Children's progress is effectively tracked and regularly monitored to identify their progress from their starting points. Staff precisely identify children's age and stage of development. Staff are familiar with the progress check at age two and complete this, along with the parents, when necessary.

The staff ensure a good balance of child-initiated and adult-led experiences are available for all children to participate. Babies are inquisitive in the environment. Staff offer just the right amount of interaction and care as they help babies in their learning and development. Staff engage babies in activities, such as looking at and touching textured items in a treasure basket in the cosy den. Babies show good levels of enthusiasm and have a go pressing buttons on a camera, this enhances their physical skills. Furthermore, babies feel safe to explore because they are building secure attachments with their key person. Babies enjoy looking at photographs of their family, they point to the pictures and say, 'Mummy, daddy'. They point to peers and say their name. This supports children as they make relationships. Toddlers have free access to water and they learn about capacity and the opportunity to increase their finer skills by experimenting with tipping and pouring using a tea set. Staff sensitively interact by introducing a running commentary and engaging children in conversation. Consequently, this builds sentences and supports children's speaking skills. Outside, children explore with enthusiasm. They confidently ride tricycles and scooters, they manoeuvre them around objects with good levels of control. Children have opportunities to climb and slide on larger play equipment and skilfully aim balls into the basketball net. A cosy shed provides solace for spending quiet time talking together outdoors. Children are extremely excited as they put on their wellingtons and splash in puddles. Babies physical development is encouraged as they enthusiastically climb and slide on the indoor soft play equipment. Children enjoy story time and participate well. They point out familiar characters in the story as well as anticipate what will happen next. Staff use an animated voice to help children tune in. This means, their listening and attention skills are supported. Towards the end of the story, children begin to anticipate repeated phrases; as a result, they develop an early love of books and reading.

Staff's fun approach to the activities further encourages the children to take part and makes their learning enjoyable. For example, staff tease children and ask if the book is the right way up. Children laugh out loud and shout, 'No'. Children and staff play in the shaving foam with animals. Staff set children challenges by asking if they can write their name in the foam. Children form recognisable letters of their name, staff praise their efforts. This supports early writing skills. Children use size language in their play. For instance, they build a road track and say, 'Shall I make it bigger'? Children play a game, taking it in turns to fit the shape into the caterpillars' tummy. This supports an understanding of shapes. Staff recall a popular book that the children read about a hungry caterpillar. Staff play with the children and show an interest in their game. Staff engage children in sustained shared thinking as they look at complicated instructions to create a straw structure. Children maintain focus as they produce a cage for their animals. Staff talk through the process, encouraging children to think about whether the cage is big

enough. Mathematics is incorporated into everyday events. For example, children engage in a singing session using props. They line up and count, five cheeky monkeys. Subsequently, they sing the song, as they are chased away by the crocodile they go to the toilet and put on their coat ready for outdoor play. The remaining children calculate how many monkeys are left. Babies experiment with size as they use trial and error to stack cups. This supports early understanding of mathematics. Older children have opportunities to learn about technology using computers which work through mouse control. Children patiently wait for their turn to have a go at the interactive, age appropriate number game. Staff demonstrate how to use the mouse effectively, children copy and successfully click and drag objects. Children take part in many activities to help them understand the world in which they live. They walk to the local common to collect leaves for a garden project, they visit the local library and before starting school they take a trip to the uniform shop. Children are not easily distracted as they play alongside each other bathing the dolls. This supports their imaginary play. Children's creativity is nurtured as they help themselves to paper, coloured crayons and hole punches. They draw pictures and attempt to write their name. Children enjoy hairdressing role play based on first hand experiences. Staff are more than happy for children to brush their hair, offering them rollers to develop their role play.

Staff show particular sensitivity in the case of children with special educational needs and/or disabilities. They work together with a range of professionals, such as, physiotherapists, to secure the best outcome for these children. As a result, these children are making very good progress and are well prepared to move onto mainstream school. Children who speak English as an additional language are catered for generally well. They are always included in activities as staff ensure that these are accessible and enjoyable for all. However, there is scope to extend the range of words displayed around the kindergarten in children's home languages.

Parents can borrow resources, for example, story sacks and treasure baskets which promote children's learning and development at home. Some story sacks are provided in dual languages to support children who have English as an additional language. Parents' views are valued and there are regular opportunities to share information and plan for children's learning in nursery and at home. For instance, parents are encouraged to share, 'Wow' moments from home. Each child has their own learning journey book, which is shared with parents to help them understand how well their child is progressing. Parents spoken to on the day express their delight when the learning journey books come home. Parents are actively involved in supporting their children's learning at home because staff regularly send home photographs of their children in play that suggest ideas for parents to try at home.

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

Children are very happy and emotionally secure, as they form close bonds with their key person, who gets to know children and their families well. The younger children's emotional development is continually promoted as they develop secure, trusting relationships with staff. For example, babies are cuddled closely when they are tired, upset or need reassurance, which ensures their emotional needs are continually met.

When toddlers are leaving the kindergarten they tell mummy, 'I want to stay at school'. Babies greet key people with a massive smile as they return from lunch. Clear information is gathered from parents regarding children's care needs and starting points for learning so that children's needs can be effectively met from the beginning. Children display a good sense of belonging and some, particularly in the pre-school, are high in confidence and self-esteem. For instance, they approach the inspector and engage in conversation.

Children learn to co-operate and negotiate with their peers because staff implement a consistent behaviour management system that takes into account children's levels of maturity. Those children who struggle to understand and follow rules, for example, about sharing, are supported well. Children are encouraged to help themselves to fresh drinking water throughout the day to ensure they remain hydrated. Children are also supported to manage their own hygiene needs well and learn why it is important to wash their hands before they eat and after they have used the toilet. Children observe good hygiene practices without prompting. For instance, they put their hand over their mouth when coughing. Nappy changing is a valuable time for key people to have quality interactions with babies. For example, staff communicate in a turn taking conversation as baby repeats animal noises. This contact demonstrates a close, trusting relationship.

Staff focus on helping children to acquire communication and language skills through running commentaries and on supporting their personal, social and emotional development because the children are happy and eager to attend. They enjoy both indoor and outdoor play to effectively develop their physical abilities and promote their good health. Meals and snacks are social occasions and well organised, with children sitting in small groups, supported by an adult. Some good practices are used to encourage children to be independent in their choices. For instance, helpers for the day collect the plates and deliver cutlery. However, there is scope to further promote older children's self-care skills at snack and lunch time so that they develop higher levels of self-control and make greater choices to support their growing independence. This is because staff serve children their lunch and offer fewer opportunities for them to do this independently, such as, pouring their own drinks and self-serving their food. Children's understanding of a healthy diet is supported well because the kindergarten has taken part in the 'Eat Better, Start Better', scheme. This means that, menus have been reviewed. As a result, children are now served oily fish and a vegetable dish at least once a week. Staff risk assess the environment before the session starts and are vigilant with door security. Regular fire drills are practised with the children, ensuring they are familiar with the procedure and raising their awareness and understanding of how to stay safe. Staff use positive reinforcement to encourage good safety practices, such as, 'Walk please'. Staff routinely emphasise safe practice. For example, older children are reminded to hold the hand rail as they come down the stairs.

The kindergarten environment is well equipped with a wide range of developmentally appropriate resources. Children show respect for their environment as they all become engaged in tidying up. Children are supported to have an understanding of equality and diversity by celebrating and embracing the different cultures of children in the setting. For instance, a Polish parent comes into the kindergarten to read a story to the children in her home language and an Indian family share a cookery treat. Effective transition arrangements are in place as children move around the kindergarten and to other

settings. For example, key persons ensure they share good information about children's needs and learning with new carers. Teachers from local schools visit the kindergarten during the summer term to meet and settle children prior to starting school. Staff spend a few initial sessions at school with children who have special educational needs and/or disabilities to ensure they receive a sensitive and smooth settling in process. The Early Years Professional holds transition workshops to support parents with the application process for starting school. There is a particular emphasis on helping those families who have English as an additional language. Children have the opportunity to engage in 'school' role play to familiarise themselves with aspects of school life.

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

The owner/manager sets high aspirations for quality, with the aim to provide all children with good quality care. Staff have a good understanding of safeguarding procedures and know how to identify and report concerns they may have about children in their care. A clear policy on child protection, including the use of mobile phones and cameras, results in children being protected from potential harm. Staff are further supported with an understanding of safeguarding through regular training. Staff have a good understanding of the whistleblowing policy if they have concerns about a colleague harming a child. There is a highly effective tracking and monitoring system in place to evaluate the educational programme. This enables management to support staff in their delivery of the curriculum. The first class data produced from the computer based system allows any gaps to be identified and subsequent action taken to address and close them.

Induction arrangements are effective in ensuring that staff have a secure knowledge of the policies and procedures of the kindergarten. The manager makes good use of regular supervisions and appraisals to identify staff training needs. Peer on peer observations have recently been introduced. As a result, strengths and weaknesses in staff practice are identified. The kindergarten manager is committed to supporting staff with continuing professional development and has employed staff with different levels of early years qualifications. For example, one member of staff has Early Years Professional status. Staff attend relevant training courses and network with other professionals to share good practice. Recent attendance at the local authority early years conference resulted in staff enhancing children's learning through quality storytelling techniques.

Comprehensive policies and procedures, which promote children's health, safety and welfare, are fully in place and effectively implemented. The nursery has a behaviour management policy; this is brought to the attention of all new staff. A member of staff has responsibility for behaviour management. This means, they support staff with strategies for managing challenging behaviour traits. Arrangements for the deployment of staff ensure that all rooms have the correct adult to child ratio present at all times. This ensures that children receive consistently good standards of care and education. The kindergarten has a selection of written risk assessments in place which are reviewed regularly and amended when a situation occurs. Daily visual checks are carried out by staff in the rooms in line with the risk assessment. This effectively identifies and minimises risks to children's safety.

The owner/manager and staff are committed to providing a high quality service to children and their families. They have taken on board and successfully addressed areas identified as needing improvement from the previous inspection. For instance, detailed risk assessments are carried out for each separate outing. Effective arrangements to ensure the ongoing evaluation of the provision are in place. This allows managers and staff to continue to identify and work on areas for improvement. The current action plan is to develop the staff team in light of the influx of funded two-year-old children. Partnership working with parents is strong. For instance, specific, planned sessions are offered to support families to engage in their children's play and learning. 'Baby Babbles' sessions, encourage parents to engage with their babies through songs and rhymes. This promotes and extends children's development and assists in building relationships. Parents and children experiment with activities together, which provides mutual support and shared experiences. The kindergarten sends home a questionnaire to ask parents what they would like advice and guidance on. As a result, parent stay and play sessions have been delivered with a focus on early literacy. The manager understands the importance of supporting children who attend dual settings by visiting the children in the other setting and sharing information about children's progress and next steps. Positive relationships with external agencies are well established. This ensures that children receive the necessary support, in order to promote continuity of care and learning, as required.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	253508
Local authority	Lincolnshire
Inspection number	949073
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	52
Number of children on roll	72
Name of provider	Portland Kindergarten Limited
Date of previous inspection	20/02/2009
Telephone number	01522 528524

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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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