

St Anne's College Kindergarten

293 Clifton Drive South, Lytham St Annes, Lancashire, FY8 1HN

Inspection date

Previous inspection date

18/03/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 educational programme is well planned to cover all areas of learning and provide challenging and motivating teaching and learning experiences for all children. As a result, children consistently make good progress in relation to their starting points.
- Staff consistently give priority to the safety of children and effectively support children's growing understanding of how to keep themselves safe and healthy.
- Children effectively develop healthy lifestyles and strong physical skills. They have good opportunities to exercise vigorously in large spaces, such as outdoors in the fresh air and in the school hall, where specialist teachers lead ballet and music and movement lessons.

It is not yet outstanding because

- There is room to build on the good arrangements for partnership working with parents and other settings children attend to ensure all parties share information and children make the very best progress.
- The programme for continued professional development is not monitored sufficiently to ensure all staff have personal targets for development, which are measurable to build on their good practice.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities and lunchtime in the classroom and activities in the outside learning environment.
- The inspector conducted a joint observation with the teacher.
- The inspector held meetings with the teacher and the provider of the kindergarten.
- 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 provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the kindergarten's own parent survey.

Inspector

Lynne Naylor

Full report

Information about the setting

St Anne's College Kindergarten was registered in 2013 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in St Anne's College Grammar School, Lancashire and is managed by a limited company. The kindergarten provides care and early education for two-year-old children and serves the local area. It operates from the ground floor of the school, which has four floors. The two-year-old children share two classrooms with children on the school roll aged three- and four-years-old and they have use of the school hall. There is an enclosed area available for outdoor play and children use a garden and a school playground.

The kindergarten employs four members of childcare staff. Of these, one holds Qualified Teacher Status and one holds an appropriate early years qualification at level 2. The kindergarten opens Monday to Friday from 8am to 5.30pm during term time. Children attend for a variety of sessions. There are currently three children attending who are two-years-old, in the early years age group. The kindergarten provides funded early education for two-year-old children.

What the setting needs to do to improve further

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

- build on the good partnership with parents and other settings to ensure that information sharing helps all parties to have a full picture of children's knowledge, skills and understanding, to help children make the very best progress
- extend the programme for continuous professional development to help staff improve their knowledge, understanding and practice in a wider variety of ways, for example, set and monitor targets for personal learning.

Inspection judgements

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

Staff know the children well. They accurately assess and identify each child's abilities soon after they start. A qualified teacher effectively uses staffs' assessments of each child's learning and where available, information from parents and children's previous settings to identify children's starting points. Then she plans a good range of challenging and purposeful play and learning opportunities to meet children's individual needs. Planned activities and experiences are based on topics, such as 'ourselves' and cover all areas of learning. Therefore, experiences are well linked, so children make connections in their learning and learn well. Effective tracking of children's progress enables staff to easily

identify any gaps in their learning and take early action to secure support where appropriate. Assessment records indicate children improve consistently and are all generally working comfortably within the typical range of development expected for their age. It is mainly daily verbal exchanges with annual parents' meetings, which keep parents well informed about their child's progress and the kindergarten. On collection, staff provide parents with information about their child's care, what they have been doing and often about how they can support their child's progress at home. There is scope to increase parents input to their children's learning journals, so what parents know and staffs' written observations can be used to provide the fullest picture of children's next steps for development. Parents, spoken to at the inspection, speak positively about how much their child enjoys attending the kindergarten.

Staff have a secure knowledge and understanding of how to teach young children through play. They know what each child likes to play with and successfully uses this to engage children in learning. For instance, staff use a toy dinosaur to teach positional language to a child who loves to play with them. Children's awareness of their culture and those of others is raised through craft activities and listening to stories and visitors. For example, children learn about Mendhi hand patterns at Diwali. Children develop good mathematical skills through play. They sing songs, which include decreasing numbers. Children count their toes as they paint their feet. They suitably use mathematical language, such as big and small, as they compare the sizes of different shoes and guess which ones will fit them. Children match colours as they pair socks.

Staff purposefully support children to develop good communication and language skills and to progress well in their physical, personal, social and emotional development. Children's good progress in these areas ensures they have the key skills needed for the next steps in their learning, such as moving on to school. Children develop good speaking and listening skills and a keen interest in literacy. They choose to look at books and listen to stories read by staff. Staff purposefully provide a wide range of sensory substances, such as, bubbly water, wet and dry pasta and cold beans for children to discover and explore. This stimulates their senses and increases their awareness of their world. Children move their fingers through shaving foam and enjoy painting and drawing, which effectively promotes their early writing skills and their creativity. They explore technology as they push buttons to activate toys and operate programmable toys. Children develop a wide range of skills as they play imaginatively. They practise their communication skills as they play imaginatively in the role play shoe shop. Children practise self-help skills, such as putting on clothes and fastening them as they play imaginatively in the role play charity shop. When three- and four-year-old children join the role play, they provide wider opportunities to develop children's language skills and imagination.

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

Two-year-old children are cared for with the school children aged three years, in small groups. A small, well-established staff team are the key persons who help children form secure attachments and promote their well-being and independence. Staff and older children in the school are good role models and form strong relationships with the two-year-old children. For example, older school children are kind and supportive to young

children. They help take lids off yoghurt pots at lunchtime and help fasten coats and hold their hands as they go out to the playground. Children's behaviour shows that they feel safe in the setting. They confidently interact with other children and adults. Staff are consistent in their guidance for children about what is acceptable behaviour. They explain clearly to children about taking turns, for instance, when two children try to get into the same car in the outdoor area. Children receive praise and sometimes stickers from staff for achievements and positive behaviour, which promotes their self-esteem and confidence.

Stimulating, well-resourced and welcoming spaces provides good support for children's all-round development and emotional well-being. Staff prominently display children's work, which provides a sense of belonging and self-esteem. Good support enables children to manage their personal needs increasingly well relative to their age. Open access to the bathroom means that children safely and independently go to the toilet, which supports those toilet training particularly well. Staff agree children's dietary requirements with parents and take care to meet them. Children eat healthy snacks of fruit and vegetables and lunch made on the premises from fresh ingredients. They help themselves to water when thirsty. Children talk about the health benefits of foods during planned experiences. For example, children taste and talk about different fruits and then paint pictures of their favourite ones. Children bake regularly and sometimes sell what they have made to raise money for charity. This teaches them about nutrition and enables them to consider the needs of others and develop compassion. Staff give clear messages to ensure children develop a good understanding of the importance of a healthy diet and the need for physical exercise in a healthy lifestyle. Children's health benefits from regular exercise indoors and outdoors in the fresh air. They develop good coordination as they run and jump in puddles and over skipping ropes. Children learn specific physical skills taught in the school hall. For example, they enjoy planned sessions of music and movement and learn to control their body at weekly ballet lessons.

Children develop a good understanding of risks and how to manage them. They listen to stories with safety messages and enjoy activities based around themes, such as people who help us. Children learn about road safety as they manoeuvre wheeled vehicles around a painted roadway. Knowledgeable visitors talk about safety, for example, a representative of a lifeboat society informs children about how to be safe on the beach and in the sun. Children learn how to use equipment safely as they move freely around and explore their environment. They learn about different emotions and talk about and paint pictures about what makes them feel happy and sad. Children move in different ways to music to express different feelings. They learn to respect and tolerate each other's differences through discussion and stories. Children are emotionally well prepared for their move to school. The two-year-old children and pre-school children join together with the school reception year children for afternoon sessions. This, and the sharing of school playtimes, helps children become familiar with routines, older children and the teaching staff, which is good preparation for their move up to school as it eases their transition.

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

The safeguarding and welfare and the learning and development requirements of the Statutory framework for the Early Years Foundation Stage are understood by the management and staff team. Some long-serving school staff have key person responsibility for children in this newly registered provision for two-year-olds. They are appropriately checked following the procedures in place at the time of their employment. For newly employed staff, evidence of checks, including from the Disclosure and Barring Service, are available for inspection to evidence their suitability. Recruitment and vetting followed by induction and appraisal, check and monitor each staffs' suitability to work with children. On a daily basis, the clear policies and procedures are implemented consistently by staff, which protects the children well. The classroom is kept secure at all times and access to the school building is carefully monitored. Regular risk assessments and fire risk assessments are made and the school is kept well maintained. Outings are fully risk assessed before children go on them. All the required details are obtained from parents before a child starts at the kindergarten, which ensures they are accessible in an emergency. Arrangements for safeguarding children within the kindergarten and through work with outside agencies are good. All staff are well briefed and have access to the appropriate telephone numbers to ring if concerned about a child. This is because training on child protection and safeguarding issues are made a priority for staff. Some staff are trained to a higher level in safeguarding and able to support other staff trained to a basic level.

The registered providers have a keen drive and a good capacity to provide high quality care and learning for the children. They employ an experienced staff team who share a common sense of purpose and deliver a good service. A qualified teacher oversees the provision and uses her skills and knowledge to monitor the educational programmes. Other staff employed at the school take care of the management and office responsibilities. This leaves the staff caring for the two-year-old children to concentrate on the delivery of good quality care and education. On return from training and meetings with providers of other settings, the teacher shares what she has learnt with staff, in order to benefit the team. A high number of staff are trained in first aid and all staff are regularly briefed on the procedures of the Local Safeguarding Children Board. The teacher and staff team have a wealth of experience and skills. The arrangements for supervising staff are becoming more structured. Regular meetings and planned observations of staff are beginning to monitor their performance and the feedback increasingly enables them to reflect on their practice and identify future training needs. However, there is scope to more actively monitor and encourage staff to improve their knowledge, understanding and practice in a wider variety of ways, in order to develop professionally. Children freely choose activities from a wide range of accessible toys and books. Staff display an accurate understanding of children's skills, abilities and progress. They observe, assess and track children's progress and identify the next steps for their development. The teacher also assesses children's progress and monitors all the records to ensure accuracy. She agrees the next steps for each child and plans for individual children and groups of children. This supports all children to make good progress given their individual starting points and helps to prevent them being left behind.

The management and staff team work closely to build up the quality of their provision. They effectively identify their strengths and areas to develop and have positive improvement plans, which demonstrates a good capacity to maintain improvement. Work

is well-underway to extend and landscape the garden to enable a wider range of daily outdoor activities, such as climbing and gardening. Children are regularly asked what they like about the kindergarten and parents' views are actively sought verbally and through questionnaires. Feedback from parents spoken to at the inspection and from the kindergarten's own survey indicate their satisfaction. Parents have access to a wealth of information on noticeboards and received verbally and in newsletters. The kindergarten is integral to the school, therefore, works effectively in partnership. Staff effectively support individual children's learning and work increasingly well in partnership with parents. Although, there is scope to build on this partnership, in order that all parties have a full picture of children's knowledge, skills and understanding, to help children to make the very best progress.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

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	EY467429
Local authority	Lancashire
Inspection number	936084
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	9
Number of children on roll	3
Name of provider	St Anne's College Ltd
Date of previous inspection	not applicable
Telephone number	01253 725815

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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
Manchester
M1 2WD

T: 0300 123 4234
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