

The Kindergarten

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

Inspection date

18/02/2014

Previous inspection date

02/08/2013

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision requires improvement

- There is some good teaching within the nursery by those staff who understand how to support children as they learn and practise the basic skills they will need in their future learning.
- There is a very caring staff team. Children show by their actions and attitude towards staff that they feel secure and safe.
- Safeguarding practices within the nursery are strong. There are well established and effective partnerships with other professionals and agencies to support children and their families.

It is not yet good because

- There are weaknesses in teaching across the nursery. Sometimes staff leading activities do not fully understand how to present the activity to the children to enable them to achieve the intended learning outcome.
- Activities are not evaluated sufficiently or regularly enough to enable staff to plan effectively for children's next steps and monitor their progress.
- The nursery does not keep a log of complaints received.

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 the playrooms and the hall.
- The inspector conducted a joint observation with the pre-school leader.
- The inspector held meetings with the owner/manager and with designated officers.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and the provider's improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own documentation.

Inspector

Anne Archer

Full report

Information about the setting

The Kindergarten opened in 2002 and is registered on the Early Years Register. It is situated in the centre of Northampton and operates from converted premises that are part of the Church of the Holy Sepulchre. The Kindergarten is divided into three areas; two separate units on the first floor for babies and for young children aged two to three years, and children aged from three to four years are accommodated on the ground floor. There are three steps to 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. The Kindergarten is privately owned and managed. It serves the local area and beyond. There is an enclosed area available for outdoor play.

The Kindergarten opens each weekday from 8am to 6pm throughout the year, except for bank holidays. Children attend for a variety of sessions. There are currently 74 children attending who are all 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. The Kindergarten has 15 members of childcare staff, including the provider. Of these, 11 hold appropriate early years qualifications at level 3 and four staff hold relevant qualifications at level 2.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure staff understand fully the learning intention of the activity they are leading and are able to provide differentiation and challenge to enable all children who wish to, to participate meaningfully.
- evaluate activities against the intended learning outcomes so that children's next steps are planned to better support their individual learning needs.
- maintain a written record of any complaints and their outcome and make it available to Ofsted on request.

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

- review how children's learning is monitored to ensure that all aspects of each area of learning are covered at the appropriate time.

Inspection judgements

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

There is some good teaching within the nursery by those staff who understand how to support children as they learn and practise the basic skills they will need in their future learning. However, there are also some weaknesses. For example, some activities are not presented to the children in a way that enables them to achieve the intended learning outcome. In addition, activities are not evaluated sufficiently or regularly enough to enable staff to plan effectively for children's next steps. As a result, children are making no better than satisfactory progress when taking into account their starting points and capabilities.

Children participate in the activities provided for them. They are good at waiting for their turn when activities are provided on a one-to-one basis. For example, when children come to a table to see what the activity is, they are advised by the member of staff leading the activity that their turn will be after another named child. They accept this and go off to play with something else while they wait. Children for whom English is an additional language are supported satisfactorily as staff liaise with parents so they know special words in their home language. Staff also each have a small album of pictures that the children use to communicate their needs and wishes.

The owner/manager and her senior staff are adept at forging links with parents so that they are aware of the experiences their children have between sessions at the nursery and about any milestone achievements. This contribution by parents shows they are interested in their children's learning and willing to work with the nursery staff to support their children when staff encourage them to do so.

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

The staff team are very caring. Children show by their actions and attitude towards staff that they feel secure and safe. Children seek staff out to help them when they cannot find the piece of puzzle they are looking for or when they want help to use the toilet. Some children seek out cuddles or climb on a knee during a story when they feel the need for some support. Children's behaviour is generally good. They listen to staff as they give instructions. For example, when it is time to wash hands ready for lunch, children help to tidy away some of the toys they have been playing with. Children are at various levels of independence in the bathroom. Where they need help to use the potty or the toilet, staff are there to support them and when they are able to care for themselves staff call to ask if they are alright so they know help is at hand should they need it. Those in nappies are changed in designated areas in their own rooms. Each baby has a basket containing the items their parents have brought in for staff to use. This ensures that staff follow parental wishes, for example, by applying creams appropriately, when written consent has been given.

There are staff that hold current paediatric first aid certificates and are able to deal

effectively with minor injuries and illnesses. Most parents are able to quickly collect their children when staff call them to report that their child is unwell. The nursery adheres to childhood illness exemption periods to help avoid cross-infection. Children have access to drinks of water throughout the day and are encouraged to take a drink at meal times to ensure they do not become dehydrated in the comfortably warm atmosphere. Children learn to become independent at snack and meal times. Most of the older children manage to pour their own drinks and select snack from the serving dishes. Children eat well and take part in chat with their friends and the staff around the table during lunch. Children of all ages sit together so these are sociable times. Staff are fully aware of and respect the different dietary needs of all children. The cook tries, whenever possible, to make sure that children's plates of food look similar so that those children unable to eat certain foods, do not feel different or left out, whilst continuing to meet individual needs. Children learn about the importance of adopting a healthy lifestyle as they join in with daily exercises and games with, for example, the parachute. They learn about the change in their bodies after exercise and often remove a jacket or jumper until they cool down.

There is a varied range of toys and equipment stored safely in each base room suitable for the age and stage of those children. They learn to keep themselves safe as adults model safe practices and give children appropriate guidance as they play. For example, children use scissors under close supervision and then they are stored out of children's reach at other times. Cleaning rotas show that toys and equipment are cleaned and maintained appropriately. Low level storage and the preparation of rooms before children arrive and during the lunch break ensure that activities and toys are readily accessible to the children. Staff carry out daily risk assessments on any area or equipment that children may come into contact with and take appropriate action to minimise potential hazards or risks. For example, although the outdoor area is checked each morning, it is checked again immediately before children use it.

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

Safeguarding practices within the nursery are strong. Policies and procedures reflect the local Safeguarding Children Board guidance. Staff do not use their personal mobile phones and cameras during working hours and so switch them off and store them in their lockers while they are working with the children. The owner/manager is familiar with safer recruitment strategies and all staff have suitability checks taken out on them before having unsupervised access to the children. There are weekly staff meetings where planning and the needs of individual children are discussed and appraisal meetings include a discussion about training needs.

Documentation and records are maintained as required except there is no log of complaints that have been received by the nursery. This is a breach of the requirements as the log must be maintained and made available to Ofsted upon request. The owner/manager has a good understanding of the learning and development requirements and understands what has to improve. At present, activities are not evaluated sufficiently or regularly enough to enable staff to plan effectively for children's next steps and monitor

their progress. The owner/manager has recently lost some highly qualified staff and has been unsuccessful in replacing them so far. She has an improvement plan in place and less experienced staff are about to embark on training to enable them to achieve a qualification at level 3 with the expectation of them being able to support children's learning more effectively.

Children throughout the nursery are well supervised by the staff team. Ratios are maintained at all times with the help of part-time cover for staff breaks in the middle of the day. There are well established and effective partnerships with other professionals and agencies to support children and their families. Links are also well established with local feeder schools to support children as they move on to full-time education.

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	EY248015
Local authority	Northamptonshire
Inspection number	952135
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	53
Number of children on roll	74
Name of provider	Jodi Donnell
Date of previous inspection	02/08/2013
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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Piccadilly Gate
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