

# German Kindergarten at St Faiths

ST FAITHS COMMUNITY CENTRE, Red Post Hill, London, SE24 9JQ

## Inspection date

Previous inspection date

21/07/2014

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 caring and enthusiastic staff team encourage children's developing relationships with adults and other children. Staff create a happy and secure environment, which actively supports children's play and learning.
- The educational programmes cover all areas of learning and development, and provide interesting and challenging activities, which meets the needs of all children.
- Staff work effectively in partnership with other professionals and agencies involved in the children's care and learning, to ensure children make the best possible progress.
- The system of home visits to help children settle into the nursery is very effective in developing good relationships with both children and parents.

### It is not yet outstanding because

- Staff do not consistently challenge children's communication and language skills, because they do not use all opportunities to introduce a wider range of new and exciting words.
- Not all parents fully participate in children's assessments and experiences to enable them continue their children's learning at home.

## **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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## **Inspection activities**

- The inspector held discussions with the provider and conducted a joint observation of children in an activity, with the manager.
- The inspector checked evidence of the suitability and qualifications of staff working with the children.
- The inspector spoke with staff and children.
- The inspector looked at the children's files, staff suitability checks, and a selection of policies and daily records.
- The inspector observed activities indoors and outdoors.

**Inspector**  
Gillian Cubitt

## Full report

### Information about the setting

The German Kindergarten originally registered in 2008 and re-registered in 2013. It is one of two privately run bilingual pre-schools, operated by The German Kindergarten, London Ltd. It operates from St Faith's Community Hall, in Herne Hill, which is in the London Borough of Southwark. The pre-school is accessed from the ground floor, and there are parking facilities in the grounds and nearby on the road. Children have the use of one large playroom and outside play area. It is open between the hours of 8.45am and 3pm, Monday to Friday, during term time only. The pre-school is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. The provider employs four members of staff. Two staff members hold relevant childcare qualifications and one member of staff is working towards a childcare qualification. The provider receives funding for free early education for children aged two and three years. Staff receive support and advice from the early years team in Southwark.

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

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

- strengthen opportunities to develop children's language and communication skills during play, to help them gain a wider vocabulary to express themselves
- develop strategies to encourage all parents to contribute to assessments of their children's learning and continue their children's learning at home.

### Inspection judgements

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

Staff provide a happy, relaxed atmosphere, which helps children to gain confidence and independence. They have a good knowledge of the educational programmes. As a result, they are able to help children to make good progress towards the early learning goals, including those who have special educational needs and/or disabilities. Staff know their key children well, their personalities, strengths and abilities. This comes from a very good settling-in programme where the key persons carry out home visits. It gives staff the opportunity to acquaint themselves with the children and their families in an informal, relaxed environment. As a result, staff build a clear picture of the uniqueness of each child and tailor activities to meet children's individual needs from the outset. Ongoing observations are accurate, show children's progress and allow staff to plan a meaningful programme of activities that engage children. For example, for children who have a fascination for cars, staff introduce various forms of wheeled vehicles for them to explore. This helps children to build on their concentration because they engross themselves in

discovering how the different vehicles work. Children also take this interest outdoors as staff introduce water and suds which children use to wash their cars, taking pride in their work. Children are, therefore, constantly busy investigating and exploring, in a safe and challenging play environment. Toys and resources are of good quality and are on display so that children can help themselves to what is available. This also encourages them to make choices, leading to their improving confidence and independence. Children enjoy the freedom of running around in the wide, open space outdoors. They discover small wildlife in the form of slugs and snails. Staff talk to children how snails move and what happens when they are frightened. Children decide to find leaves for snails to eat and they try to build a snail house, so they feel safe. This shows that children are exploring their world and developing an appreciation for nature. Through staff guidance, children consider the needs of small creatures by attempting to feed them and keep them out of the sun. Staff enable children to have fun by providing the resources for them to make tents. Consequently, children enjoy constructing and hiding in the shade, while constantly developing their creative and thinking skills. Children also learn how to express themselves with paints, dipping their hands in the different colours and spreading them on large sheets. Children learn the names of different colours and the feel of different textures. This encourages them to develop their ideas through different media. Staff constantly talk to children throughout their activities, helping them to think through their ideas. Staff count with the children and use simple words which children understand. However, staff do not fully challenge the capabilities of older, more able children to extend their vocabulary with more complex words. This means they do not fully encourage them to express themselves by using new and interesting words. Nevertheless, all children make good progress by reading and singing together, and where staff use both English and German languages, which help children to acquire bilingual skills.

All children have individual learning files which show how staff identify and make assessments of their progress. The children's individual plans and tracking information show the stages of their development and learning. Parents are very happy with the progress their children make, especially those who need extra support with their learning. This is because staff work effectively with other professionals to give children the extra help they need. Parents comment on the benefits of the good settling in procedures, together with the regular reviews and assessments. Parents can clearly see how their children adapt to the changes, and develop into confident and sociable individuals. This prepares children well before they transfer to their reception class at school.

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

The strong key-person system means that children receive good support, even when their key person is absent. This is because staff work as a team in this small setting, and they all know each child's needs and monitor their progress well. As a result, staff are knowledgeable about the children in their care. They are warm, attentive, and children show they feel safe and secure. Staff help children to challenge their skills while making them aware of risks. For example, children climb and slide down apparatus, and staff teach them to queue and wait for their turn. Children build their physical skills by running and skipping outside as well as swinging on large tyres under the careful supervision of

vigilant staff. When children go on outings to places, such as the park and library, they wear high visibility jackets and learn how to hold on to the walking rope to ensure they stay together.

Staff teach children healthy habits, such as adopting good personal hygiene routines. Children know the reasons for washing their hands before eating, because staff gently remind them. Children eat nutritious snacks and staff remind them to drink plenty of water, particularly in hot weather, to keep their bodies cool. All staff are aware of children's dietary needs and they are rigorous to ensure children do not share their food, to protect those children with specific allergies.

Staff manage children's behaviour well, particularly when children present challenging behaviour at certain times of the day. Staff intervene and carefully distract them to restore order and retain children's attention. Staff are good role models and children benefit from their inclusive approach. Children enjoy the community feel of holding hands while saying their rhyme before mealtimes.

The staff are developing sound relationships with the local schools, particularly the children's centre and nursery school, where many children transfer to from the nursery. These strong relationships help children to cope with the challenge of moving from the pre-school to their next place of learning.

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

The manager and staff share a strong commitment to develop this pre-school to provide support for children in the local area. They demonstrate their understanding of the legal requirements to support children's learning and development, including working in partnership with others to achieve individual learning goals for children. The provider and manager have a good system for recruiting staff and ensuring their understanding of safeguarding issues, for example, through induction training. Staff, therefore, know their individual responsibilities to help protect children from harm. They follow their safeguarding procedures to make the correct referrals in cases of concern. They also carry out rigorous assessments of the environment and outings, to minimise risks and accidents. This also includes maintaining high staffing ratios at all times, to ensure children have plenty of supervision and support. All documentation, such as registers, and accident and medication records are in place, and the methods staff use for keeping records, promote children's welfare effectively.

Staff work cohesively as a team and the system of support, through supervision and appraisal, helps them to continuously improve their practice. There are regular team meetings and weekly reviews of activities also help the provider to make adjustments to the provision for children. Consequently, self-evaluation is ongoing and effective. The process of including parents is also good. Parents view the weekly activity board with photographs of children's activities and staff give plenty of verbal feedback. However, staff have not fully engaged all parents in contributing to their children's assessments and

learning programmes. This reduces opportunities for parents to enhance their children's learning at home.

The provider has made a good start to working in partnerships with other agencies and other professionals. Staff currently care for children who have special educational needs and disabilities. The staff are keen to support all children and meet their needs. They successfully adapt their provision, with good guidance and support from outside agencies, professionals and parents. Consequently, the outcomes for all children are secure, and children become ready for school and their future learning.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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

<b>Unique reference number</b>	EY469412
<b>Local authority</b>	Southwark
<b>Inspection number</b>	938678
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	16
<b>Number of children on roll</b>	22
<b>Name of provider</b>	German Kindergarten London Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07930157656

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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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