

Hextable Kindergarten

College Road, Hextable, Swanley, Kent, BR8 7RH

Inspection date

29/09/2014

Previous inspection date

23/03/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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

- This is a highly evaluative setting that has made vast improvements to the learning outcomes for children.
- Staff are caring and children form strong relationships that enable them to be able to express how they are feeling.
- Children benefit from much support. Staff know the children that they are caring for very well and offer individual care that fully supports children's emotional needs.
- Children take the lead in their play and they receive good levels of support to make progress through the developmental stepping stones.
- Children with additional needs benefit from individual support and partnership working, helping them to make good progress.

It is not yet outstanding because

- Staff occasionally do not provide a clear explanations about why their play is not safe which does not help fully them to understand consequences and adapt their play.

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 two play rooms and in the outside area.
- The inspector had discussions with parents, staff and children.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documentation including children's records and safeguarding procedures.

Inspector

Karen Scott

Full report

Information about the setting

Hextable Kindergarten is a committee run church group. It opened in 1993 and operates from the halls of St Peters Church in the village of Hextable, near Swanley, Kent. Children have access to an entrance hall and two ground floor halls. The car park is used for outdoor play. The setting is open each weekday from 9.30am to 12.30pm, term-time only.

The setting is registered on the Early Years Register. There are currently 17 children on roll, all of whom are in the early years age range. The setting currently supports a number of children with special educational needs and/or disabilities and those who speak English as an additional language.

There are six members of staff, four of whom hold appropriate qualifications to at least National Vocational Qualification level three. The setting receives funding for the provision of free early education for children aged three and four-years.

What the setting needs to do to improve further

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

- ensure that children are consistently helped to understand the results of their behaviour in order to build on their understanding of playing safely

Inspection judgements

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

Children participate in a good range of activities and play that promote learning in all areas of development. Both in and outdoors staff offer children the opportunity to experience all areas of learning at activities and places that they enjoy to be. When playing children are keen for others to join their games and due to adult input are willing to share toys and resources, taking turns happily. Children enjoy lots of discussions with staff, knowing that they are interested in what they have to say. Staff use good questioning techniques successfully to help children develop their use of new and descriptive words. Children are good listeners and particularly enjoy circle time where they listen intently to what others say. All children are making good progress in communication due to excellent strategies and support from key persons. Children enjoy one to one and group stories with adults, interacting with stories. Staff use labelling successfully to help children develop an interest in words. Adults support children to develop mathematical knowledge and understanding throughout the day at a variety of activities. For example, when preparing vegetables at snack time children thought about how many pieces to cut and the shape of the food they were eating. When making play dough mathematical language is introduced to help children think about shape and size.

Children enjoy physical play in and outdoors. There are lots of opportunities for children to develop their small muscle skills as they play. For example, children used tongs in the role play area to move things around, taking great care as they did so. Children create individual works of art, which they are keen to take home and share with their families, taking pride in what they make. A huge variety of art and craft resources are easily accessible to children helping them to do this. When playing with tactile things such as sand and dough children use descriptive language in discussion with adults to describe what they are feeling. Imaginative play is enjoyed both in and outdoors where a water and mud kitchen is fully utilised by children pretending to cook and eat meals. During imaginative play children work cooperatively together as they take on roles, mimicking adults. Children are competent users of the computer. Walks in the local area and exploring creatures on the logs they are sitting on help children to learn about the environment around them.

Children take the lead in their play and they receive lots of positive support and interaction from staff who are skilled at knowing when to join in and when to stand back. Adults are enthusiastic and this rubs off on children who are keen to participate in activities. Key persons make regular observations of children and use these to assess learning and development and to make plans to extend on children's learning. Knowing the children that they care for so well helps key persons to provide an environment that promotes individual and group learning. Adults ensure that children are given the space and time to develop their play as they explore and learn. Consequently, children are making good progress through the developmental stepping stones. Parents and carers share children's starting points and key persons make initial assessments. This helps learning to be continuous. Parents and carers may look at their children's developmental folders whenever they wish and are encouraged to share developmental achievements with key persons. When children require further support the key person works very closely with parents and carers to ensure that they receive it.

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

Children arrive happily at the setting. They are pleased to see their friends and the adults, sharing things of interest with each other. Staff greet children and their families warmly and parents given time to settle their children. Key persons work very closely with parents and carers while children are settling, resulting in this happening successfully. Toys and resources are easily accessible and arranged into areas of learning. Children make choices about what to play with and move toys around the setting to add to experiences and learning. They know what is available and help themselves to everything they need, being independent learners. Staff make sure that they spread themselves around the setting and are, therefore, able to give children much support when they require it. Adults support children to share, take turns and play cooperatively, being good role models to children. Overall children behave well. Staff offer children gentle reminders about their behaviour, although they occasionally do not provide a clear explanations as to the effects of their behaviour and why it may not be safe. Staff use reward charts to help children manage their own behaviour and support them, successfully, to undertake developmentally difficult

tasks as they are keen to achieve.

Staff successfully support children to undertake self-help skills independently. They take themselves to the bathroom and wash their hands without reminders, knowing why and when to do so. Staff have made sure that there are places for children to do this throughout the setting. Parents and carers report that children are developing excellent hand washing routines due to key persons input. Snack time is an extremely positive experience for children. Food is healthy and nutritious and children prepare it themselves, spreading butter, slicing vegetables and pouring drinks. It is a social and learning experience and highly promotes children's independence in a supportive environment. Children are learning the importance of fresh air and physical exercise to a healthy lifestyle as both are available each day and children encouraged to participate in them, receiving extra support when required.

Children are very well prepared for when they go to school due to key persons placing great emphasis on supporting their developing social skills. As the time for starting school approaches the setting places school uniforms in the role play area, shares relevant stories with children and visits schools, helping to ease the transition.

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

Children play in a safe and secure environment. Thorough and robust risk assessments of everything that children come into contact with helps staff to provide a safe place for them, in and outdoors. Adults have a good understanding of their role in safeguarding children and the procedures to follow should they have any concerns about a child in their care. Staff participate in safeguarding training regularly to ensure that all staff's knowledge is up to date and that they are able to fully support children and their families. Policies and procedures give a detailed description of the setting and staff share these with parents and carers so that they are well informed.

Children benefit from attending a highly evaluative setting where staff focus on improving outcomes for them and their families. Consequently, outcomes for children are evolving and children are attending a setting that has vastly improved since the last inspection. Staff have addressed all of the recommendations raised at the previous inspection to greatly improve outcomes for children. For example, evaluation has developed greatly and staff now use it as a tool to successfully improve the setting. The group works very closely with advisory teachers who have helped them to make positive changes. They value the views and opinions of parents and carers who make suggestions for improvements in questionnaires that ask open ended questions. Consequently, parents and carers feel valued and listened to, appreciating the extra support that they receive to meet their children's needs. There are very effective systems in place to help new staff settle and to monitor practice. Under performance is tackled swiftly and training needs identified. Staff participate in training that helps them to build knowledge and offer up to date practice. They liaise with other settings, sharing ideas for good practice. These effective systems demonstrate the staff's commitment drive and maintain to continuous development.

The setting have recently started to use a new tool to help them evaluate individual and groups of children's learning and development. Already they are starting to see the benefits of using this tool in order to ensure that children are receiving the individual support to help them to continue to make good progress in their learning. Staff establish effective partnerships with others caring for children and the joined up approach to caring for children is providing positive outcomes. Key persons work closely with other settings that children attend. When children require further support, key persons work closely with other professionals and parents, sharing strategies that help children to make good developmental progress. Key persons also work very closely with parents and carers to ensure that they fully meet children's care needs, resulting in children being happy at the setting. Parents and carers are very happy with their choice of childcare. They say that staff keep them fully informed about the setting and their children's developmental progress, feeling part of their child's time at the setting.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	127244
Local authority	Kent
Inspection number	842849
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	35
Number of children on roll	17
Name of provider	Swanley St Paul & Hextable St Peter PCC
Date of previous inspection	23/03/2011
Telephone number	07801 437038

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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
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M1 2WD

T: 0300 123 4234
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