

# Holders Farm Kindergarten

43 Osea Way, Springfield, Chelmsford, Essex, CM1 6JS

<b>Inspection date</b>	16/10/2014
Previous inspection date	01/03/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 are happy, confident and secure because staff build positive relationships with them.
- Children are safe in the nursery because arrangements for safeguarding are robust.
- The manager and her team are committed and dedicated to the continual improvement of the provision. They are constantly reflecting on and improving their practice. Therefore, striving to always provide the best care and education for the children.
- Staff establish strong and trusting partnerships with parents. They work closely with parents to support children's individual care, development and learning needs.
- Staff are positive role models. They are consistent in how they deal with behaviour management. Consequently, children learn how to behave and play well alongside their friends.

### It is not yet outstanding because

- There is potential to enhance children's learning further by monitoring routines to provide an even more varied experience.
- At times, the organisation and presentation of resources does not fully support and extend children's play and learning.

## 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 kindergarten and talked with the staff.
- The inspector viewed the areas of the premises and garden.
- The inspector looked at children's assessment records, planning documentation, and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents, as recorded in written questionnaires and reference letters.
- The inspector completed a joint observation of a teaching activity with the manager.

## Inspector

Jemma Hudson

## Full report

### Information about the setting

Holders Farm Kindergarten was registered in 1971. It is on the Early Years Register. The kindergarten operates from two rooms on the ground floor of a converted house in Chelmsford, Essex. All children have access to a secure, enclosed outdoor play area. The kindergarten employs 13 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 and above. The kindergarten is open each weekday from 9.30am to 3.30pm during term time. Children attend for a variety of sessions. There are 34 children on roll, all of whom are within the early years age range. The kindergarten receives support from the local authority.

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

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

- monitor the daily routine to further enhance the quality of children's learning experiences in order to provide an even more varied environment
- enhance the organisation and presentation of resources to provide further challenge and support children's ability to make choices in their play.

## Inspection judgements

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

Children receive a warm and friendly welcome to the kindergarten. They enjoy a varied range of activities that support and promote their continued learning and effectively meet their needs. Staff plan well, taking into account each child's interests and age and stage of development. This good planning means that children continue to develop skills and attributes needed for future learning. Staff arrange toys and equipment so that children can make independent choices, enabling them to follow their interests. However, at times the presentation of resources does not fully support children to direct their own play or extend their learning. This results in children not always becoming fully involved in activities.

Children enjoy leading their own play and taking part in activities which are guided by adults. For example, children maintain focus for sustained periods of time, writing letters and cards in the mark making area. They are encouraged to develop their imaginations and creativity by making stamps and posting their creations in the role play post box. Staff consistently use open-ended questioning to extend children's communication and language. Children have regular access to the outdoor area which supports their ability to

make choices and direct their own play. Staff encourage the children to make good use of this space and resources and activities cover the seven areas of learning.

Staff know children well because they take time to meet them and their parents. Staff gather information from parents and children as they settle in. They use this information to complete a starting point assessment and to discover each child's needs and interests. Children's learning journals show good observations linked to the areas of learning. Staff use these observations to track children's progress effectively and highlight areas of weakness. Assessments are precise and robust. This ensures that all children are making sustained progress over time.

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

Children share warm relationships with the approachable and friendly staff. New starters settle quickly into the kindergarten. A well established key person system is in place to help children build relationships with their special member of staff. This supports their emotional needs and as a result, children are motivated to learn. Children demonstrate a positive approach to learning, and behaviour in the kindergarten is good. Staff provide excellent role models, interact well with children and engage them in meaningful conversation, which results in an extremely calm, relaxed and friendly atmosphere. However, at times, the routines of the kindergarten are not sufficiently flexible to fully support opportunities for children to lead their own play. For example, staff interrupt younger children's play mid-morning to tidy away resources ahead of snack time. Consequently, children are not always given sufficient time to develop their own ideas and become fully engaged in their play.

Staff develop and extend children's understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. Children benefit from regular fresh air and exercise during outdoor play. They have a wide range of opportunities to learn about healthy lifestyles, for example they are offered a range of nutritious healthy snacks. Children have access to water throughout the session and are offered water or milk with their snack. Children sit together and are very sociable. They talk to each other and share experiences, such as holidays and outings. Staff use this opportunity to encourage talk about the morning, what the children have done and what they are going to do after kindergarten. In this way, children's interests are further extended and they learn to listen to each other and form opinions.

Children's well-being is given the highest priority at the kindergarten. Staff have appropriate training in first aid and are very well aware of the medical or dietary needs of children in their care. Effective procedures are in place and are regularly reviewed to support children's welfare. Staff know and understand the needs of all children. There is a very strong family feel to the kindergarten as many children attend with siblings. The same staff have been employed at the kindergarten for a number of years and consequently, they know the families extremely well. Consequently, all children feel secure and make excellent emotional attachments while at pre-school. Children's move to school

is supported well through visits and sharing records with feeder schools. Consequently, children are well prepared for their move to school.

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

Holders Farm Kindergarten is well-managed and led. The manager is reflective and demonstrates a commitment to the continual development of the whole provision. All staff demonstrate a good knowledge of the Early Years Foundation Stage. They understand their responsibility to promote the learning and development of all children, which means that children are consistently provided with a range of experiences to meet their needs. The majority of staff hold relevant childcare qualifications and are keen to continually update their professional development. The managers carefully monitor staff performance, both informally, through working alongside the staff and more formally through annual appraisals and monthly supervisions, to identify training needs. This helps to promote good outcomes for children.

The manager in the kindergarten has a good understanding of the requirements to safeguard children. They have secure policies and procedures, and know what action to take if they have concerns about a child's welfare. The premises are kept secure and thorough risk assessments are undertaken, ensuring children can play safely and freely. Staff work well as a team to promote the smooth running of the session. They are well deployed, ensuring children's safety and supporting them in their play and learning.

Parents value the strong partnership and relationships they have with the kindergarten. They speak highly of staff and are delighted with the activities they provide for children. They say that 'staff are especially good at preparing the children for school' and that 'there has never been a day when the children don't want to come.' One parent also commented on the 'excellent' support she received from all of the staff. The kindergarten has developed successful strategies to work closely with parents. Consequently, children have continuity of care and their needs are well 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. 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

<b>Unique reference number</b>	203670
<b>Local authority</b>	Essex
<b>Inspection number</b>	871072
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	34
<b>Name of provider</b>	Pauline Colyer
<b>Date of previous inspection</b>	01/03/2010
<b>Telephone number</b>	01245 262593

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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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