

The Kindergarten

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

Inspection date	30/10/2014
Previous inspection date	18/02/2014

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Safeguarding practices do not ensure children's welfare is fully maintained at all times. For example, risks associated with the entrance door have not been considered and the fire evacuation plan is weak.
- Records of attendance are not accurate, and insufficient information is gathered from parents about starting points to support and challenge children's learning and development from the start.
- Staff do not effectively plan for children's next steps in their learning or track children's progress in partnership with parents. There is no effective procedure for checking children's progress between the ages of two and three years.
- There are significant weaknesses in the quality of the educational programme and the quality of teaching and learning. Staff do not use opportunities to extend children's learning. In addition, daily opportunities for children to experience outdoor play are not planned for.
- Staff practice is not monitored in order to raise the standard of teaching and learning, induction procedures, and ongoing supervision is not rigorous enough to assess staff performance.

It has the following strengths

- The nursery manager is beginning to use self-evaluation as a tool to improve the setting and has plans in place, for example to improve the outcomes for children.

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 held a meeting with the manager and spoke at appropriate times to staff and children throughout the inspection.
- The inspector observed children's activities in the toddler room, main hall and baby room, and conducted a joint observation with the manager.
- The inspector looked at planning documentation and a range of other records, policies and procedures, including the risk assessments, attendance records and the fire evacuation plan.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Linda Newcombe

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 pre-school children, and children aged from 18 months to three 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 7.45am to 6pm throughout the year, except for bank holidays. Children attend for a variety of sessions. There are currently 76 children attending, all of whom are 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 16 members of staff, including the owner. Of whom, 12 staff hold appropriate early years qualifications at level 3, three staff hold relevant qualifications at level 2. The nursery also employs a cook.

What the setting needs to do to improve further

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

- ensure that risk assessments and daily safety checks are completed and take all reasonable steps to remove, minimise and manage those risks and hazards to protect children's safety and welfare, with particular regard to risks associated with the entrance door being left open
- take steps to ensure the safety of children, staff and others on the premises in the case of fire or any other emergency by ensuring the fire drill works in practice
- ensure an accurate record is maintained of the names of the children being cared for and their hours of attendance
- implement an effective system of observation and assessment, including implementing the required progress check for children between the ages of two and three years, to ensure all children's levels of achievement are consistently identified, and ensure staff use the information obtained to provide accurate assessments of the progress children are making
- ensure that outdoor activities are planned for and taken on a daily basis
- ensure appropriate arrangements are in place to support staff's professional development through ongoing support and training, so that the quality of teaching and learning is improved.

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

- improve the quality of the information gathered from parents at registration about children's starting points to enable staff to support and challenge children's learning and development from the start.

Inspection judgements

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

The quality of teaching is inconsistent and in some areas of the nursery it is weak. Staff have insufficient knowledge and understanding of the prime and specific areas of learning. As a result, all children are not making sufficient progress in their learning and development. Observations and assessments of children's learning are not carried out frequently or thoroughly enough to ensure staff accurately know what children can do or what their next steps are. Consequently, staff are not effective in matching activities to

individual children's learning needs and interests. As a result, children are not provided with sufficient challenge to extend and progress their learning and development. While most staff join in children's play to support their learning, the quality of their engagements is often inconsistent. For example, some older children choose to look at books, although the staff member sits with them, she does not initiate conversation with the children and they eventually lose interest and move away. Consequently, children do not receive appropriate support to enable them to gain the necessary skills to prepare them for school or the next stage in their learning.

The environment is arranged to enable children to move around freely, choosing what to play with and following their interests. The baby room is suitably equipped with a range of toys and sensory resources. This enables babies to show increasing confidence as they move around and explore their environment. The toddler room has a comfortable reading area arranged with soft cushions and a selection of books for children of different ages to share. Consequently, children have regular opportunities to share books and read stories. Some members of staff demonstrate skill in engaging children's interests in books, which supports children's communication and literacy. Including, children for whom English is an additional language. For example, a group of children enjoy sharing a story with a member of staff, who displays skill in holding their attention, by focusing on their interests. However, practice across the nursery is variable, and not all staff are sufficiently skilled to use effective strategies to extend and develop learning. Children play together using a range of resources to support their imaginative play, for example, they engage in a creative activity, using glue and glitter to decorate their pictures. During activities, most staff sit and chat with children, asking questions about what they are doing. However, staff do not encourage children's communication skills because their questions often lead to one word answers. As a result, opportunities to extend children's learning and interest are not used.

Staff liaise with parents daily about their child's routines and what they have enjoyed taking part in. However, staff do not gather sufficient information from parents about their child's learning when they first start, as a result staff do not have sufficient knowledge about children's individual learning needs to offer effective support and ensure children make sufficient progress from the start. In addition, there is no effective system in place, for completing children's progress checks between the ages of two and three years. Consequently, parents are not kept fully informed about their children's progress.

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

Most children show they feel secure in the setting due to the caring and friendly relationships they have with staff and each other. However, children's safety is compromised, as staff do not fully promote their safety by identifying all hazards sufficiently. On the day of inspection the main entrance door to the nursery was left open and was not noticed by staff. In addition, there is not an effective emergency evacuation procedure in place, consequently, staff and children do not practise the emergency evacuation procedure to help them become familiar with the routine in the event of an emergency.

Staff promote children's physical health as they learn appropriate hygiene practices through their daily routines. For example, children are encouraged to wash their hands independently before having meals or after using the toilet. Older children access toilet facilities independently while those who are training are offered support and praised for their efforts. Children have opportunities to develop their self-help skills, as they are supported to pour their own drinks and to clear away their plates after lunch. Children learn about healthy foods as staff discuss this with them at meal and snack times. Children play cooperatively with their friends and staff show a consistent approach in their expectations for children's behaviour, as a result, children learn what acceptable behaviour is and what is not acceptable. Most staff act as good role models and use positive behaviour management, such as talking to children about appropriate behaviour, and praising good behaviour, which boosts children's self-esteem.

There is a range of resources that support children's learning and development indoors, and which offer children opportunities to develop their independence. However, daily opportunities for children to gain fresh air and play outdoors are not effectively planned for. The outdoor learning environment is not well planned to provide a range of experiences across the areas of learning and children are not offered the opportunity to access this on a daily basis. As a result, children's learning in the outdoor area is limited. Children begin to learn about keeping themselves safe, for example, they are reminded to sit down when coming down the slide. Children react positively to these reminders and directions from staff to keep themselves and others safe.

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

Leadership and management are ineffective. A number of the welfare requirements have not been met, which relate to safety and welfare. Their understanding of their roles and responsibilities in meeting the learning and development requirements is not robust to ensure that children benefit from good quality teaching. Consequently, children's experiences are not consistently supported to enhance their overall learning and well-being. Staff induction procedures are inconsistent and not monitored effectively. Some new staff are not aware of the nurseries policies and procedures, with regards to keeping children safe and protecting them from harm. As a result, all staff do not demonstrate a sound understanding of their responsibility and role in safeguarding. Records of accidents and existing injuries are completed. However, staff do not always accurately record children's attendance. As a result, the safety of children within the setting is sometimes compromised because there is no accurate record of who is on the premises. The environment is adequately maintained and equipment and resources are in a reasonable condition. Staff ratios are maintained and additional staff come in to ensure cover is maintained during lunchtimes.

There is very little evidence of the manager's role in monitoring children's progress, the learning activities or assessments made and all staff are not secure in their understanding of the systems for planning. Consequently, this has a negative impact on setting's ability to effectively meet children's individual learning and development needs. Appraisals are completed with staff, and some training needs have been identified. Some weaknesses

around planning and next steps, were identified at the last inspection, and the manager has been working with the local authority to address these actions and raise standards. However, these improvements are not yet embed into practice. Staff roles and responsibilities are not always clear or understood by all staff, as a result, some staff lack motivation and focus in their roles. Consequently, systems for self-evaluation are weak and have little impact on improving the quality of teaching or learning for children. Nevertheless, the manager is beginning to sue self-evaluation to recognise and implement the necessary improvements to meet requirements and provide a good service for children. However, this process is in the early stages and therefore weaknesses in practice identified during the inspection have not been addressed.

Relationships with parents are limited to verbal feedback and daily chats regarding children's care and routine needs, with the exception of children in the baby room. However, the requirement for information to be shared with parents is not fully met. In particular, the requirement to provide a written summary of children's progress between the ages of two and three years. Although some information is shared with parents, via the noticeboard in the corridor, for example, copies of some policies and procedures, and contact details for Ofsted are displayed. Staff gather some care information from parents before a child starts, such as details of any allergies and their dietary requirements, however, methods for gaining information about children's likes, dislikes and capabilities is not in place. The manager has established some links with other professionals and agencies, such as the local children's centre and the health visiting team. The manager liaises with them when required to assist staff in gaining any additional outside support children may need.

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	EY248015
Local authority	Northamptonshire
Inspection number	968980
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	53
Number of children on roll	76
Name of provider	Jodi Donnell
Date of previous inspection	18/02/2014
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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