

# The Children of One End Street

1 Gloucester Street, Stroud, Gloucestershire, GL5 1QG



## Inspection date

Previous inspection date

10 February 2015

12 May 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff are quietly attentive to children, who enjoy the supportive environment and achieve well in their learning and development.
- Staff provide plentiful, accessible resources of a good quality so children make choices about the equipment and confidently use it in their play.
- Staff make clear their expectations for children's activities so children learn to become self-directing. Children respond well and care for each other and their environment.
- Staff teach children the importance of good hygiene, including the need to wash hands before preparing and eating food. This helps to minimise the spread of germs.
- The staff have good relationships with children's family members, which contribute to children's well-being and sense of belonging.
- All staff attend advanced child protection training. They safeguard children and know the procedures to follow if they have any concerns for children's welfare.
- The provider has a strong drive to evaluate and improve the provision, including through staff training to gain further qualifications. This approach has a positive impact on the learning outcomes of all children.

### It is not yet outstanding because:

- Staff miss opportunities to encourage children to choose whether to play in or out of doors all year round to follow their own style of learning.
- Staff do not always take every opportunity to extend children's independence and learning during the everyday routines.

## What the setting needs to do to improve further

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

- consider how to make maximum use of the garden all year round to meet children's personal learning preferences
- increase children's independence in routines by enabling them to do as much as possible for themselves, such as serving their own food and drink.

### Inspection activities

- The inspector viewed the areas where childcare takes place, including the toys, equipment and resources children use, and observed interaction between the staff and children.
- The inspector observed activities in the playroom and garden and undertook a joint observation with the provider of a planned activity.
- The inspector held a meeting with the provider and spoke with a member of staff, parents and children.
- The inspector checked the evidence of the suitability and qualifications of staff and of the provider's self-evaluation and improvement plans.
- The inspector sampled a range of documentation including children's records, planning, risk assessments and written policies, and discussed hygiene and safeguarding procedures.

**Inspector**  
Angela Cole

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

The kindergarten staff teach children well, enabling them to increasingly think and use their own ideas. Staff assess children's skills and knowledge accurately to identify their starting abilities and needs in learning. They plan well to challenge each child to learn further. Children benefit from repeated routines that include long times for them to follow their interests. Staff engage children and capture their attention well through recurring craft activities, songs, rhymes and telling of stories. Children often use these ideas in their imaginative play together. For example, each week children make bread and biscuits using different kinds of dough. They often negotiate in the home area and exchange ingredients to make their own cakes. Children develop good personal and communication skills. They are enthusiastic learners and concentrate for increasing periods. Children learn to start and complete projects so they are well prepared for their next stage in learning.

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

Skilled staff show sensitivity during home visits and unhurried settling-in times that develop strong bonds with children. Children behave well and gain good self-assurance as the calm staff explain consistent expectations. They assist younger ones and include them in their play. Staff act for children sometimes, for example, pouring their water, which they could manage themselves. However, children take increasing responsibility in daily routines, including by setting meal tables. Staff provide children with ample chances to challenge themselves and take small, suitable risks. Children extinguish candles, build with planks and use kitchen knives carefully. Staff encourage healthy lifestyles well. Children play outside daily to dig and to water seeds or bulbs. However, they cannot always choose to be outside to enhance their learning. Staff resource the environment well with stimulating, natural materials. The low shelving enables children to choose equipment so they make decisions confidently and enjoy their play.

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

The provider is robustly aware of her responsibility to provide good quality care and education. She uses effective systems for staff's vetting, employment and professional development. There are strong systems for checking individual children's progress and for closing gaps in their achievements. Staff work closely together and, with help from parents, children and advisors, evaluate their practice well to set targets for improvement. The provider addressed issues arising from the previous inspection promptly. They understand well how to keep children safe and update required documents. The provider welcomes parents, clearly explaining the kindergarten's ethos. Families and staff work well together, sharing much information to support children's progress. Parents commend the days' rhythms and the balance of child- and adult-led play, and saying children gain much confidence.

## Setting details

<b>Unique reference number</b>	EY400757
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	838456
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 8
<b>Total number of places</b>	12
<b>Number of children on roll</b>	14
<b>Name of provider</b>	Marie Louise Waring
<b>Date of previous inspection</b>	12 May 2010
<b>Telephone number</b>	07970829890

The Children of One End Street Kindergarten registered in 2009 on the Early Years Register and the compulsory part of the Childcare Register. The kindergarten is reached using a short, external staircase or from the front pavement by arrangement. It opens each weekday in term time from 9am to 12.30pm, and on Monday to Thursday from 9am to 3.30pm, as required. The kindergarten is run using the Steiner Waldorf approach. As a Steiner setting, it is exempt from promoting literacy, mathematics and technology. The provider is Steiner trained and is a qualified primary school teacher. She works with two staff; one has qualified teacher status and the other is working towards a Steiner diploma.

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