

# The Kindergarten (Salford Priors)



Salford Priors C E Primary School, School Road, Salford Priors, Evesham, Worcestershire, WR11 8XD

**Inspection date** 19 March 2015  
Previous inspection date 12 May 2009

<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 have a good understanding of children's interests, ways of learning and stages of development. They regularly observe and assess how well children are progressing and follow up children's next steps for learning in their planning and teaching.
- Staff have a good understanding of safeguarding procedures and how to protect children from harm. Staff successfully identify and minimise risks inside and outdoors.
- Partnerships with parents are good and there is an effective two-way flow of communication. This ensures parents are kept well informed about their children's care, and have opportunities to continue their children's learning at home.
- Children are eager and motivated learners. They enjoy the activities and experiences across all areas of learning. Children are independent, confident and have high self-esteem.
- Children form strong relationships with all staff. Effective routines and boundaries ensure that children are developing a good understanding of safe practices and positive ways to behave.

### It is not yet outstanding because:

- Managers have not considered a range of strategies to evaluate and build further on the good teaching practice. For example, staff do not have opportunities to observe each other's practice and learn from each other.
- Occasionally, staff miss opportunities to sustain conversations so that children's vocabulary is increased and their thinking skills are suitably enhanced.

## What the setting needs to do to improve further

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

- reflect further on practice to identify where teaching can be raised to an even higher standard, for example, by providing increased opportunities for staff members to observe each other's practice and engage in discussions aimed at promoting reflection and continual improvement
- encourage all children to think and respond to questions so that their vocabulary is suitably enhanced, for example, by ensuring all staff make effective use of questions that engage children in sustained conversations.

### Inspection activities

- The inspector observed activities in the indoor and the outdoor play areas.
- The inspector took account of the views of parents spoken to on the day of the inspection. She discussed the provider's plans for improvement.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's records, planning documentation and evidence of the suitability of staff working in the setting.
- The inspector looked at a range of other documentation, including policies and procedures, which safeguard children's welfare.
- The inspector spoke to members of staff and children during the inspection and had meetings with the manager.

### Inspector

Rupinder Phullar

## Inspection findings

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

Staff have a good understanding of how children learn and develop. They plan a range of stimulating activities, which build on children's interest and on what they know and can do. For example, staff encourage children to match new words that begin with letter sounds of the alphabet that they are familiar with. Children are keen to join in and remain focussed because staff praise their efforts and make their learning fun. Consequently, children are motivated to learn and make good progress. Overall, children are well prepared for their future learning and starting school. Staff encourage children to take responsibility and take a lead in activities, such as story time. Children learn rhyming words and predict what comes next in the story. Children proficiently use information technology to support their learning. They enjoy investigating and exploring different objects and imaginatively express their ideas through role play. Most staff extend children's thinking and language skills well by asking children open-ended questions during play. However, some staff are slower in responding to children's questions. This means that they miss opportunities to sustain conversations to increase children's thinking skills. Staff work in close partnership with parents. Daily discussions, newsletters and parents' evenings ensure that staff and parents work together to support children's learning and development.

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

Children are welcomed in the setting where staff are attentive and supportive. Staff competently promote children's independence, confidence and social skills. As a result, children are emotionally well prepared for moving to nursery or school when the time comes. Children are very familiar with the well-established routines and this contributes to their good behaviour and strong sense of belonging. Children enjoy interactions with staff and socialising with their friends. They enjoy taking responsibilities for everyday tasks, such as laying the table for lunch. Children are provided with healthy snacks and enjoy being outdoors in all weathers. They confidently balance and move around while using different play equipment. Staff sensitively help children to independently manage their own care needs.

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

Leaders and managers have a good understanding of the legal requirements. Policies and procedures to support children's health, safety and well-being are in place and are successfully implemented. The manager effectively reviews the overall quality of the setting and children's progress, and targets for improvement are set and monitored. Staff benefit from opportunities to undertake recognised qualifications. Staff meetings are regularly used to cascade knowledge and best practice. As a result, teaching is good. The manager observes staff practice. However, opportunities for staff to observe and feedback to their peers are not provided. As a result, opportunities to raise the quality of teaching even higher and enhance reflective practice even further are not fully exploited.

## Setting details

<b>Unique reference number</b>	EY297174
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	861606
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	15
<b>Name of provider</b>	Sara Louise Malpass
<b>Date of previous inspection</b>	12 May 2009
<b>Telephone number</b>	07778 898 996

The Kindergarten (Salford Priors) was registered in 1993. It operates Monday to Thursday, from 8am until 6pm and on Friday from 8am until 3.30pm, term time only. The nursery employs three members of childcare staff, of whom two hold relevant qualifications to at least level 3. This includes the manager who has a degree in education. The setting provides funded early education for two-, three- and four-year-old children.

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