

Radnor Park Kindergarten

5-6 Westbourne Gardens, Folkestone, Kent, CT20 2JA



Inspection date

19 March 2015

Previous inspection date

2 March 2010

The quality and standards of the early years provision	This inspection:	Good	2
	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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The quality of teaching is consistently good. Children with special educational needs and/or disabilities are well supported, meaning that all children make good progress in their learning.
- Partnerships with parents are strong and parents speak highly of the staffing team. Communication between staff and parents effectively contributes to the children's ongoing learning between the setting and home.
- Children behave well in the setting because staff have high expectations and continually support children to manage their feelings and behaviour.
- Staff have undertaken relevant training in safeguarding and first aid and there are robust procedures to keep children safe.
- The management team accurately evaluates the different aspects of the provision. This results in challenging plans for improvement which are effectively implemented to support children's achievements over time.

It is not yet outstanding because:

- Staff do not always fully encourage parents to share information regarding their children's starting points.
- Children are not always able to develop their independence through daily routines because staff are sometimes quick to help children put on their coats and wipe their noses.

What the setting needs to do to improve further

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

- strengthen systems to encourage parents to contribute to initial assessments of their children's capabilities on entry to the setting
- enhance the range of opportunities provided within the children's daily routines to develop their independence.

Inspection activities

- The inspector observed the children in all areas of the setting being used.
- The inspector spoke to staff, children and parents to gather their views.
- The inspector carried out a joint observation with the duty manager.
- The inspector sampled a range of policies and procedures.
- The inspector sampled a range of observations, assessments and planning documents for individual children.

Inspector

Gwenderlyne Southall

Inspection findings

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

The effective planning of activities and resources ensures that all areas of learning are promoted on a daily basis. Staff display resources attractively to encourage children to self-select. Staff accurately assess children's progress which helps them to plan meaningful and challenging activities based on a secure knowledge of each child's abilities and interests. The role play area provides ample opportunities for children to make sense of the world around them by acting out their experiences. For example, children are seen putting dolls to bed and taking their 'pets' to the vets where other children write out prescriptions. The use of name cards during breakfast helps children recognise their written name, and those of friends, at a young age; thus developing early literacy skills. Parents are important partners in their children's learning. Nevertheless, staff do not fully encourage parents to share information about their children's starting points.

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

Good relationships between children and staff effectively support children's emotional well-being. As a result, children feel safe and are confident in their explorations of the environment. Staff encourage children to be independent, giving them time to complete certain tasks for themselves. However, on occasions, staff do not encourage children's independence as staff serve breakfast or wipe children's noses. Children confidently ask for help when it is needed and excitedly share their successes with their key person or nearby adults. Staff give clear and consistent messages regarding behaviour and model strategies that children then apply in their child-initiated play. For instance, children independently use a sand timer to effectively manage turn taking during water play. Such strategies help children play well together and develop good friendships. Children are well prepared for the next stage of their learning. For example, local school teachers visit the children and take part in activities with staff. These activities are then repeated when the children start school, providing continuity and familiarity.

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

The management team has a secure knowledge of learning and development requirements and implement these well. Rigorous recruitment procedures ensure only suitable staff are employed. The management team closely monitors the quality of teaching and addresses any development points swiftly to ensure good outcomes for children. There is a well-qualified workforce and an extensive programme of professional development to ensure children benefit from consistently good practice.

Setting details

Unique reference number	127478
Local authority	Kent
Inspection number	836227
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	96
Number of children on roll	86
Name of provider	Damien Healey
Date of previous inspection	2 March 2010
Telephone number	01303 259226

Radnor Park Kindergarten opened in 1998 and moved to its present site in Folkestone in 2000. It is open each weekday from 8am to 6pm, all year round. The kindergarten provides funded early years education for children aged two, three and four years. There are eighteen members of staff working with the children. Fifteen of these hold early years qualifications at level 3 or above.

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