

# Abbey Kindergarten Pre-School



Ketts Park Community Centre, Harts Farm Road, Wymondham, Norfolk, NR18 0UR

**Inspection date** 25 March 2015  
Previous inspection date 1 December 2011

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | <b>Requires improvement</b> | <b>3</b> |
|--|-------------------------|-----------------------------|----------|
|  | Previous inspection:    | Good                        | 2        |
| How well the early years provision meets the needs of the range of children who attend |                         | Requires improvement        | 3        |
| The contribution of the early years provision to the well-being of children            |                         | Requires improvement        | 3        |
| The effectiveness of the leadership and management of the early years provision        |                         | Requires improvement        | 3        |
| The setting <b>does not meet legal requirements for early years settings</b>           |                         |                             |          |

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The kindergarten management committee is not fully aware of its role and legal responsibilities to notify Ofsted of changes within the required timescale.
- Staff do not consistently plan activities to support children's interests and next steps.
- Staff do not fully understand the characteristics of effective teaching and learning. Consequently, children are not provided with enough positive interactions to fully support their play and learning.
- Staff have not considered a range of training and professional development opportunities. Consequently, children do not benefit from continually improving practice.
- On occasions, staff do not always manage younger children's behaviour effectively.
- Self-evaluation is not effective enough in addressing strengths and weaknesses in the kindergarten practice.

### It has the following strengths

- Parents speak highly of the care children receive at the kindergarten. They comment on the friendly, helpful staff. Parents regularly take their children's learning stories home. As a result, there is continuity of learning between the kindergarten and home.
- Staff keep children safe and secure. The manager and her team have a clear understanding of their roles and responsibilities to safeguard children. They are knowledgeable about the procedures to follow in the event of concerns.

## What the setting needs to do to improve further

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

- provide activities that link to children's interests and next steps to support children to make good progress
- develop knowledge and understanding of the characteristics of effective learning to ensure that adults warmly interact with children, and offer support that stimulates their curiosity and thinking
- provide clear rules and boundaries for young children, for instance, by offering positive reinforcement so they know what is expected of them.

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

- update current knowledge by considering professional development opportunities, such as accessing additional training courses or using professional publications, in order to develop practice, and provide quality learning and development experiences for children
- improve the system for self-evaluation so that it is periodically reviewed and developed to identify strengths and weaknesses and the action needed to drive improvement.

### To meet the requirements of the Childcare Register the provider must:

- inform Ofsted of the name, date of birth, address and telephone number of any partner, director, senior officer or other member of the governing body (compulsory part of the Childcare Register).

## Inspection activities

- The inspector had a tour of the kindergarten and held discussions with the manager and staff.
- The inspector carried out a joint discussion with the manager.
- The inspector observed adult-led and free-play activities taking place in the indoor and outdoor areas.
- The inspector took into account the views of parents and carers spoken to on the day.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the kindergarten's self-evaluation and improvement plan.

## Inspector

Sharon Alleary

## Inspection findings

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

Staff know their children's interests and next steps well. However, planning is not yet fully developed to ensure that children have challenging and exciting activities to support their learning and development. Staff understand that children learn through a balance of child-led and adult-guided experiences. However, they do not yet fully consider the different ways that children learn when guiding their progress. As a result, teaching is not yet focused on interactions that stimulate children's curiosity and thinking. For instance, staff sit with children to play. However, their interactions are somewhat half hearted because they are distracted by routines and children's disputes. Children develop listening and attention, mathematics and literacy skills when they take part in group time. For instance, they learn the letter of the week, the number of the week and the shape of the week. In addition, staff read a story and encourage children to anticipate the rhyming word to finish the sentence. Consequently, children learn some important skills in readiness for starting school.

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

Children develop secure emotional attachments with staff. They consistently refer to staff by their name and they display self-confidence within the kindergarten. Children understand the rules for taking turns on the popular ride-on toys. They take responsibility for the sand timer and shout, 'five, four, three, two, one, change over' when it runs out. However, on occasions, the staffs' approach to disputes does not fully support younger children's understanding of behavioural expectations. As a result, they become over stimulated, excitable and ignore the staffs' requests. Parents provide healthy fruit and vegetable snacks for their children to eat at break time. This means children are given healthy food choices. Children develop an understanding of daily fresh air and exercise. They crawl, climb and slide outdoors on the large climbing equipment.

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

Leadership and management of the kindergarten lacks efficiency. Ofsted have not been informed of changes to the committee within the prescribed time period. However, the impact on children is minimised because all committee members hold a current Disclosure and Barring Service check. Staff have attended some mandatory training, such as safeguarding children and paediatric first aid. However, they have not fully considered professional development opportunities to improve learning and development experiences for children. The manager evaluates the kindergarten, however, this is not effective in identifying improvements to promote good learning outcomes for children. Management systems for monitoring children's progression are suitable. Staff share information with other providers where children also attend. This ensures children benefit from continuity in their care and learning.

## Setting details

|                                    |  |
|------------------------------------|--|
| <b>Unique reference number</b>     | 253988                                 |
| <b>Local authority</b>             | Norfolk                                |
| <b>Inspection number</b>           | 866814                                 |
| <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>      | 26                                     |
| <b>Number of children on roll</b>  | 32                                     |
| <b>Name of provider</b>            | Abbey Kindergarten Playgroup Committee |
| <b>Date of previous inspection</b> | 1 December 2011                        |
| <b>Telephone number</b>            | 07941 284143                           |

Abbey Kindergarten Pre-School was registered in 1970. The kindergarten employs five members of childcare staff. Of these, one holds an appropriate early years qualification at level 5, one at level 4 and one at level 2. The kindergarten opens from Monday to Friday term time only. Sessions are from 9am until 12pm. The kindergarten provides funded early education for two-, three- and four-year-old children.

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.

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