

The Kindergarten

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



Inspection date

27 April 2015

Previous inspection date

30 October 2014

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Inadequate	4
How well the early years provision meets the needs of the range of children who attend		Inadequate	4
The contribution of the early years provision to the well-being of children		Inadequate	4
The effectiveness of the leadership and management of the early years provision		Inadequate	4
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision is inadequate

- The quality of teaching, including observation and assessment procedures are inadequate. There is a lack of meaningful adult-led activities to challenge and promote children's learning. Consequently, children are not supported sufficiently to make as much progress as they can.
- Staff deployment and the organisation of the nursery at the start of the day, including some care practices at lunchtime, are not effective. This has a negative impact on children's well-being and their learning.
- Children's behaviour is not managed consistently so that children are able to respond to clear expectations and boundaries.
- Children who speak English as an additional language are not always given sufficient opportunities to develop and extend their use of the English language during everyday routines and activities.
- The manager's supervision of staff is not sufficiently robust. This restricts opportunities to improve the staff's personal effectiveness and results in inconsistencies in the quality of teaching.

It has the following strengths

- Management and staff understand their responsibilities with regard to child protection procedures, which ensures children are protected.
- Parents are welcomed into the setting and partnerships with external agencies are in place to enable children with special educational needs to receive appropriate interventions and support.

What the setting needs to do to improve further

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

- ensure the quality of the teaching methods used by the staff results in children being involved in activities that inspire and engage them so that they are challenged to make best progress
- ensure the organisation of the nursery meets the needs of the children at all times and that staff are appropriately deployed to fully support the children's care, learning and development
- ensure that children's behaviour is always managed consistently to support their learning about expectations, boundaries and their personal, social and emotional development
- ensure staff support children to reach a good standard of English during their play and learning
- ensure supervision of the staff is fully effective in order to provide consistent coaching to support their continual professional development.

Inspection activities

- The inspector observed activities in the indoor and outdoor play areas.
- The inspector held meetings with the provider/manager of the setting.
- The inspector looked at a selection of children's records, policies and procedures and a range of other documentation.
- The inspector spoke with children and the staff at appropriate times during the inspection.
- The inspector checked evidence of the suitability and qualifications of practitioners working with children and discussed self-evaluation.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Ann Austen

Inspection findings

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

Teaching is weak and children are not prepared well enough for school. Observation and assessments are not consistent in quality. Furthermore, staff are not confident when discussing and planning children's precise next steps, in order to build on what they know and can already do. Consequently, children's activities lack stimulation and challenge. Staff working in the toddler room do not effectively support children who speak English as an additional language to copy and repeat single words and phrases as they play or during everyday routines. Additionally, raised noise levels and disruptive behaviour in this room frequently disturbs children's learning and development. Older, more able children in the pre-school room confidently sort and count up to 10 animals. However, staff do not pose any additional questions to further challenge their thinking. Opportunities are missed to support children to understand how quantities change when something is added or taken away. Consequently, their interest is not sustained and their mathematical development is hindered. Staff read stories to children but the group size is too large and they continually call children to wash their hands in readiness for lunch. This means that children do not hear the whole story and their concentration is lost. Babies enjoy the sensory experience of exploring appropriate natural materials provided by the staff. They feel the texture of the wooden hair brush, listen to the shakers and place their hands in the rice. However, staff do not provide alternative activities to stimulate and challenge older babies who persistently want to climb and crawl across the small table.

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

The organisation at the environment and resources at the start of the day does not provide challenge for children or engage their interest. As a result, older children dominate the limited resources, noise levels rise and younger children demonstrate feelings of intimidation and anxiety. Furthermore, staff merely supervise children during this time and struggle to manage their behaviour. This leads to a disorderly environment that hinders children's learning and development and occasionally puts others at risk. Information is obtained from parents on their child's care needs, including dietary requirements. Mealtimes are used to support children's developing self-care skills and social development. However, occasionally the care practices of staff supporting younger children to feed themselves are not appropriate. Staff stand to the side of the children as they feed them in their highchairs and conversation and eye contact is minimal. Children enjoy playing outside in the fresh air. They dig in the sand and propel cars along the ground.

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

The manager has not given sufficient thought to the organisation of the nursery at the start of the day. Good quality learning experiences have not been appropriately planned for during this time and the welfare of all children has not been given careful consideration. Suitable recruitment procedures are in place and all adults working with

children have undergone Disclosure and Barring Service checks. A sufficient number of staff are appropriately qualified. However, this is not having a positive impact on the quality of teaching and therefore, children do not make good progress in their learning. Appraisals are completed with staff, and some training needs have been identified. However, the manager's supervision of the staff is not rigorous enough to assess, coach and mentor the staff, in order to improve the quality of teaching across the whole staff team. The manager oversees the planning and assessments of children's development through carrying out spot checks to ensure children's records are up to date. However, these checks have not highlighted the variability in practice. The manager is currently receiving ongoing support from a representative of the local authority to improve the effectiveness of teaching and learning. Targets have been set for improvement and their support is valued. However, new initiatives are not yet embedded in practice. Some required improvements have been made since the last inadequate inspection. A register of attendance is now maintained, the entrance door is secure and more robust fire evacuation procedures have been implemented. This helps to ensure that children remain safe.

Setting details

Unique reference number	EY248015
Local authority	Northamptonshire
Inspection number	998762
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	53
Number of children on roll	80
Name of provider	Jodi Donnell
Date of previous inspection	30 October 2014
Telephone number	01604 631033

The Kindergarten nursery was registered in 2002. The nursery employs 17 members of childcare staff. Of these, 13 members of staff hold appropriate early years qualifications ranging from level 2 to level 3. The nursery opens from Monday to Friday all year round. Sessions are from 7.45am until 6pm. The nursery provides funded early education for three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

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