

# Singlewell Kindergarten

Gerald Miskin Memorial Hall, Hever Court Road, Gravesend, Kent, DA12 5EG



## Inspection date

15 May 2015

## Previous inspection date

19 January 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	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:

- There are not always sufficiently challenging activities and play experiences indoors to interest and engage children in their play and learning.
- The management does not actively monitor children's learning and development experiences or evaluate their own or staff's knowledge and practice well enough. As a result, staff and management's knowledge and understanding of current practice and requirements are not fully secure.
- At times during the session, children spend time waiting for extended periods while activities are prepared or put away. This means that children are not always purposefully engaged at these times.

### It has the following strengths

- Staff gather good information about children's starting points when they start at the kindergarten and they complete initial observations. This means that staff are fully aware of children's stages of development at this time to help them plan for children's further progress.
- The outside area is very well resourced and planned. Children choose and enjoy a wide variety of activities, which promotes their self-confidence and physical skills.
- Staff are good role models and children behave well. Children show good respect for others and share and take turns well.
- Staff and management show a clear understanding of their roles to safeguard children's welfare. This helps to keep children safe.

## **What the setting needs to do to improve further**

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

- review the indoor learning environment to provide planned and purposeful play experiences and activities for children that are suitably challenging across all areas of learning to help them make further progress
- improve the monitoring of the educational programmes to identify areas for development in order to further support children's learning and development experiences and their progress towards the early learning goals.

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

- review the routines to minimise waiting times for children so that they are engaged purposefully
- develop self-evaluation to identify areas for development to target improvement, and in particular to ensure staff and management have an up-to-date understanding of current practice and the requirements of the Early Years Foundation Stage.

## **Inspection activities**

- The inspector observed children's play and activities, indoors and outdoors.
- The inspector completed a joint observation with the manager.
- The inspector sampled a selection of paperwork, including children's progress records and staff suitability records.
- The inspector spoke to staff about their work at suitable times during the inspection.

## **Inspector**

Mary Vandeppeer

## Inspection findings

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

Overall, children make suitable progress in their learning and development. Staff deploy themselves well with the children, which enables them to interact with the children to support their learning. They use their sign language training appropriately to support children's communication and language skills, such as signing words while they sing songs. However, staff do not always make indoor activities and learning experiences challenging enough for children. For example, they use pre-cut shapes of people for children to stick features on. This limits children's imagination and ability to do things for themselves. Staff put out few resources for children to make their own choices from, which does not encourage children to initiate their own play and learning. Children learn to sit and listen at group times, which helps them to develop some skills for their future learning and starting school.

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

Children settle quickly and form good relationships with staff. This helps them feel safe and secure. Children develop a sense of responsibility as they help lay the table for snack and serve themselves food and drinks. Staff encourage them to put on their own coats. These measures develop children's independence and self-care skills. However, staff do not always organise routines to ensure that children are not left waiting for the next activity to happen, such as going out into the garden. This means that children are not always occupied well with effective activities. Children learn to take appropriate risks and challenge their physical skills outdoors as they play on the outside play equipment.

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

Management's understanding of the Early Years Foundation Stage is not fully up to date, which makes it difficult for them to securely support staff in their roles or provide effective supervision. Therefore, staff and management lack confidence in how to promote all the areas of learning to support children's further progress. Staff complete regular observations and have a good understanding of children's next steps in learning. However, the monitoring of children's learning and development is inconsistent and self-evaluation is not effective. This does not enable the management to identify and target further improvements to benefit children's outcomes. Parents report that they are very happy with the setting and understand the progress their children are making in their learning and development.

## Setting details

<b>Unique reference number</b>	EY341738
<b>Local authority</b>	Kent
<b>Inspection number</b>	828404
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	42
<b>Number of children on roll</b>	42
<b>Name of provider</b>	Ann Hicks
<b>Date of previous inspection</b>	19 January 2011
<b>Telephone number</b>	07983 514454

Singlewell Kindergarten registered in 2006. It is located in Gravesend, Kent. The kindergarten opens five days a week, during term time, from 9am until 11.45am on Thursday and Friday, with an extended day until 3pm on Monday, Tuesday and Wednesday. The provider employs nine members of staff who all hold recognised early years qualifications. The kindergarten receives funding for free early years education for children aged two, three and four.

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