

# The Kindergarten

Fawley Methodist Church Hall, Chapel Lane, Fawley, Southampton, Hampshire, SO45 1EB



## Inspection date

20 March 2015

Previous inspection date

3 November 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

- The quality of teaching is good. Staff know the children very well and identify what children need to learn next. This ensures children make very good progress.
- The well-resourced environment, inside and out, is organised to challenge and extend the young learners both independently and when led by staff.
- Children's behaviour is highly impressive. They share, take turns, consider others and use their good manners in their play activities at snack time and during lunch.
- The staff work together to enrich children's learning opportunities with the impressive use of the outdoor facilities and surrounding environment. They use outside teachers to further extend the children's learning through yoga, dance and exercise.
- Children are articulate because staff encourage them to use their language skills through talking and listening in the relaxed, homely environment.
- Positive partnerships with parents mean that there is a fully inclusive atmosphere throughout the nursery.
- The staff involve the children in the risk assessment of the premises and activities and this promotes a good understanding of safety.

### It is not yet outstanding because:

- Children do not routinely have the opportunity to practise early writing skills during outdoor play.
- Self-evaluation does not always consider the views of all parents and children, to enhance practice.

## What the setting needs to do to improve further

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

- enhance the outdoor learning environment by providing opportunities for children to practise early writing skills during play activities
- develop further the systems for self-evaluation, by providing opportunities for all parents and children to contribute.

## Inspection activities

- The inspector took account of the views of parents spoken to on the day.
- The inspector observed activities within the setting, garden area and churchyard.
- The inspector looked at policies and procedures, qualifications and staff training records.
- The inspector looked at children's records.
- The inspector spoke with members of staff and children at appropriate times throughout the day.

## Inspector

Justine Horn

## Inspection findings

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

Staff have a secure understanding of how different activities support children's learning and development. Children are independent when making choices in their play. They select the fully accessible equipment and actively encourage others to join their learning. Children interact effectively because staff encourage children to 'use their voices' to discuss any minor disagreements and to identify their own needs. Stimulating activities in the garden and nearby churchyard mean that children have a well-developed understanding of plants and nature. Children sit in a circle in the churchyard and talk about what they can see and hear. They correctly use the names of plants and trees, such as daffodils and maritime pine, and are able to use their knowledge of natural materials when describing a bird's nest. The children are kind and considerate to one another. They include their friends in their imaginative games about a fire engine, using plastic tubes as hoses, and ensure there is enough equipment for everyone to join in. Children tidy up independently and the vast majority are able to put on their own coats and boots.

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

Routines are embedded and support safety through discussion and the full involvement of the children. They understand how to keep healthy and enjoy regular exercise sessions led by visitors. Relationships are strong because the staff know the children very well and are excellent role models for learning. Parents speak highly about the staff being inclusive and welcoming for all families. Staff provide parents with information about their children on a daily basis, through regular meetings, a communication book and a social media page. Children make healthy choices at snack and meal times and use good table manners. They help to lay the table, counting the plates and mats as they go. They know and use the routines for tidying away, including using the compost bin for food waste.

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

The staff are experienced and skilled teachers, committed to providing challenging learning experiences to prepare the children for school. They have a comprehensive understanding of their roles and responsibilities to meet the requirements of the Early Years Foundation Stage. Regular training means that staff understand and can implement safeguarding and first-aid procedures to keep children safe. There are effective systems to ensure staff and visiting teachers are suitable to work with children. Staff review the activities, achievements and progress children make. They consider how to further improve outcomes for children by regular discussion.

## Setting details

<b>Unique reference number</b>	154384
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	841944
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	16
<b>Name of provider</b>	Jo Potter
<b>Date of previous inspection</b>	3 November 2009
<b>Telephone number</b>	0781 7739145

The Kindergarten opened in 2001 and follows the Montessori principles. The setting opens five days a week during school term times from 9.15am until 3.15pm. The setting is in receipt of funding for nursery education for two-, three- and four-year-olds. There are two permanent members of staff working with the children, one of whom is qualified to level 6 and the other at level 3.

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