

Longfield Kindergarten

Longfield House, Kilby Road, Fleckney, Leicester, Leicestershire, LE8 8BQ



Inspection date

8 June 2015

Previous inspection date

18 November 2009

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- The quality of teaching is outstanding. Staff provide children with a wealth of opportunities, both indoors and outside, to develop their skills across all areas of learning. This effectively prepares them to be ready for school.
- All children make excellent progress because staff know what children need to learn. Staff complete accurate assessments and plan activities that are tailored to meet children's individual needs and interests.
- Partnerships with parents are excellent. Staff gain detailed information when children first join the kindergarten and use this to identify their starting points. They continue to share ongoing information to support every child in their learning.
- Very experienced and well-trained staff successfully support children with special educational needs and/or disabilities to make rapid progress in their learning.
- Safeguarding practice is exemplary. Staff attend safeguarding training, and robust policies and procedures are in place. This ensures everyone is aware of their responsibilities to protect children from harm.
- The very experienced manager and team are enthusiastic, committed and want the best for all children. Knowledge gained through training, visiting other settings and meeting with other professionals is used well to continually improve the quality of this outstanding provision.

What the setting needs to do to improve further

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

- enhance children's excellent communication skills further, for example, by extending the use of non-verbal systems in daily activities, such as pictures and symbols, encouraging children's use them between each other as well as with adults.

Inspection activities

- The inspector held meetings with the manager of the kindergarten and other key people.
- The inspectors took account of the views of parents spoken to on the day.
- The inspector carried out a joint observation with the manager of the kindergarten.
- The inspector looked at children's assessment records, planning documentation and evidence of staff suitability. She also looked at the provider's self-evaluation systems and a range of other documentation.
- The inspector carried out observations of activities indoors and also in the outdoor learning environment.

Inspector

Julie Dale

Inspection findings

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

Managers and staff have an excellent understanding of how children learn. They observe children as they play and use effective methods to track children's progress. Staff have very high expectations of themselves and the children. They provide a wealth of challenging and imaginative play and learning experiences. Teaching inspires children to become highly motivated and independent learners. For example, children watch and feel a tray of ice as it melts in the sun, commenting excitedly as the ice changes shape. Staff use the outdoor areas creatively to engage children in their learning and encourage independent exploration in a very exciting environment. For example, staff provide children with opportunities to explore the log garden, searching for mini-beasts to identify. Children are encouraged to create imaginary worlds from materials found outdoors. They confidently talk about what they are doing and ask questions to support their communication and language. Partnerships with parents are exceptional and parents state that they are involved in every aspect of their children's learning.

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

Children develop excellent self-help skills. For example, they find their own sun hats and tops before going outside to play, which they put on with minimal help from staff. Children are very self-assured and demonstrate high levels of self-discipline and independence. For example, they understand where things are stored and confidently select and share resources they are interested in. A calm and harmonious atmosphere supports children's learning, and staff manage any behaviour issues sensitively. Children get on very well together because they know what staff expect of them, learn to take turns and value one another. Staff skilfully support children to understand the potential impact of their actions on others. Children's positive behaviour and achievements are enthusiastically acknowledged and celebrated.

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

The management team have consistently high expectations for the quality of care and learning offered to children. They robustly review and update procedures and documentation to ensure that they meet all the regulatory requirements. Managers and staff have an excellent understanding of the safeguarding and welfare requirements. Monitoring and performance management systems help managers to support staff effectively. As a result, they identify and address any practice or training issues quickly. In addition, all staff work incredibly well together, paying high regard to each other's strengths and areas of expertise. Therefore, they create an exceptionally supportive and positive environment for children to play and learn. The management team have recognised the need to extend the use of different systems to enhance children's communication skills. The views of children and parents are consistently used to guide and inform practice. As a result, parents and children are fully involved in affecting change in this exemplary kindergarten.

Setting details

Unique reference number	226436
Local authority	Leicestershire
Inspection number	866287
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	22
Name of provider	Longfield Kindergarten Ltd
Date of previous inspection	18 November 2009
Telephone number	0116 240 3721

Longfield Kindergarten was registered in 1990. The kindergarten employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The kindergarten opens from Monday to Friday, term time only. Sessions are from 9am until 3pm. The kindergarten provides funded early education for three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

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