

Chelsea Kindergarten

12 Chelsea Avenue, BLACKPOOL, FY2 0SU



Inspection date

12 June 2015

Previous inspection date

23 July 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Leaders demonstrate a strong commitment towards making improvements to raise the quality of the kindergarten. They have introduced a range of effective strategies to promote ongoing improvement. These involve staff, other professionals, children and parents, to ensure priorities are accurately identified.
- Staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. As a result, children take part in activities that stimulate their interest and help prepare them for the next stage in their learning.
- Children relate well to staff, who are caring, warm and interested in them. As a result, positive relationships between staff and children help to promote their sense of security and emotional well-being.
- Partnership working with parents is given high priority. Leaders are reflective as they have evaluated the range of communication tools used. This ensures information is shared about what children can do at home and how parents can continue to be involved in their children's learning.
- The positive focus on promoting children's safety through risks being assessed, staff knowledge of child protection and ongoing monitoring by leaders, means that safeguarding is prioritised.

It is not yet outstanding because:

- The performance management programme for evaluating practice is not yet robust, which means opportunities to enhance the good quality of teaching further to an outstanding level are not yet in place.
- Systems for sharing information between staff and other early years providers are not yet embedded to ensure all those involved in children's care are fully aware of their individual needs.

What the setting needs to do to improve further

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

- strengthen and evaluate the programme for performance management, so that it is even more targeted to enhance the quality of teaching provided
- extend the links with other early years providers, so that information sharing ensures that everyone has a better understanding of children's individual abilities, so that they are encouraged to make the best progress possible.

Inspection activities

- The inspector spoke to children and observed care, learning and teaching delivered across the age groups, indoors and outdoors.
- The inspector considered a wide range of documents, including the self-evaluation form, evidence from reviews carried out by the local authority, plans for the future, reviews of the quality of learning, the safeguarding policy, complaints policy and uncollected child procedures.
- The inspector undertook joint observations with the manager in two of the three playrooms. Meetings were held with the registered person, the area and day-to-day manager, a range of staff and a representative of the local authority.
- The inspector took account of the views of parents and/or carers and children spoken to on the day.
- The inspector looked at children's learning files and registration records. She checked evidence of the suitability and qualifications of staff, including first aid.

Inspector

Hilary Boyd

Inspection findings

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

Staff know the children well and use a good range of teaching strategies to promote their learning. For example, staff working with the youngest children model language as they talk, leave gaps when singing familiar songs and use actions to support children's early communication skills. Staff break down letter sounds and help older children to talk about past and current experiences. They observe children closely, in order to learn about individual interests and abilities. For example, staff are attentive and enthusiastic in their response towards children as they find insects. Staff explain how they intend to use these observations in planning stimulating next steps in learning to extend children's curiosity of living things. However, links with other early years providers where children also attend, are not yet robust. As a result, information sharing does not yet fully involve others to ensure everyone is aware of children's emerging skills, interests and abilities.

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

Children and families are warmly welcomed by staff. Parents state that their children are happy attending the kindergarten. A key-person approach is used to promote and support children's emotional well-being. Children are developing their social skills because meaningful interactions are promoted by staff. The reorganisation of the environment across the playrooms has had a positive impact on children's learning. For example, two-year-old children have their own playroom, which promotes independence as they investigate resources, showing confidence and motivation. The youngest children enjoy exploring various resources, such as natural and interactive items, which stimulate their senses. Children enjoy eating healthy food options and are developing self-help skills through routines. Children's physical skills are particularly well promoted outdoors and they take part in regular outings within the local community.

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

Since the previous inspection, leaders have worked hard and demonstrate good capacity to improve. The local authority has given extensive support and leaders have welcomed the opportunity to review and improve the quality of their practice. For example, well-qualified staff have received training tailored to their needs, in order to improve their skills and quality of teaching. Leaders now use comprehensive supervision arrangements to mentor staff. For example, the quality of children's files and video footage are used to evaluate staff's performance. Monitoring of children's progress means that any gaps in learning are also identified and intervention is sought. However, the performance management programme to ensure that developments to practice have a lasting impact over a sustained period of time is less secure. Appropriate recruitment and vetting procedures ensure staff are suitable. Sufficient induction procedures and support from leaders means that safeguarding is prioritised. For example, leaders test staff's knowledge at supervisions and training helps to ensure they understand how to promote safe practice.

Setting details

Unique reference number	EY414705
Local authority	Blackpool
Inspection number	984852
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	36
Number of children on roll	71
Name of provider	Debra Easter
Date of previous inspection	23 July 2014
Telephone number	01253596951

Chelsea Kindergarten was registered in 2010. The kindergarten employs 15 members of childcare staff. Of these, two staff have a degree in early years, one has an early years qualification at level 4 and nine staff have early years qualifications at level 3. The kindergarten opens from Monday to Friday all year round, except for bank holidays and a week at Christmas. Sessions are from 7.45am until 5.45pm. The kindergarten provides funded early education for two-, three- and four-year-old children. The kindergarten supports children who speak English as an additional language and children with special educational needs and/or disabilities.

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