

The Kindergarten

The British School, Wortley Road, Wotton-under-Edge, Gloucestershire, GL12 7JU



Inspection date

29 June 2015

Previous inspection date

29 June 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 does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Monitoring of children's learning and development is not consistently rigorous. This means learning experiences are not fully matched to children's individual interests, next steps or learning styles and, therefore, they do not have sufficient challenge.
- Management does not carry out regular staff supervision, induction and coaching in order to further identify staff's training needs or secure opportunities for continuous professional development. As a result, the quality of teaching requires improvement.
- Management and staff do not maintain a daily record of children's hours of attendance. As a result, children's welfare is not fully supported.
- The arrangements for washing and drying children's hands while they are outdoors do not always promote children's good health and appropriate hygiene routines.
- Children have few opportunities to explore, see and use letters to help support their early reading and writing skills more effectively.
- Management has not yet embedded the process of self-evaluation to help identify and act on areas for improvement.

It has the following strengths

- Management and staff are positive role models and provide clear and consistent boundaries to children. As a result, children demonstrate acceptable behaviour.
- Management and staff have a secure relationship in place with parents and the host school. For example, children regularly participate in school activities, such as assemblies. This helps to ensure continuity of care for all children.

What the setting needs to do to improve further

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

- improve the delivery of the learning and development requirements by ensuring all staff observe children to understand their level of achievement, interests and learning styles and then use the information to plan learning experiences to enable all children to make consistently good progress
- implement systems to carry out regular staff induction, supervision and coaching to further identify staff's training needs and secure opportunities for continued professional development
- maintain a daily record of the hours of attendance for the children looked after on the premises
- improve the hygiene procedures while outdoors to enhance further children's good health.

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

- include more opportunities to promote children's understanding that print carries meaning as part of their literacy development
- develop the use of a self-evaluation process to help identify areas for improvement.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, both inside and out.
- The inspector met with the kindergarten management team and spoke with staff and children at appropriate times during the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the setting and a range of other documentation, including policies and procedures.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

Inspector

Julie Swann

Inspection findings

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

Management and staff have a suitable understanding of how children learn and play. However, observations and assessments of children's progress are inconsistent. For example, they do not take into account children's individual learning styles and interests. Additionally, management and staff do not clearly identify children's next steps in learning or carry these through to the weekly planning of activities. As a result, some children are not sufficiently interested or motivated enough to ensure they make the best possible progress. Despite this weakness, management and staff support children's communication and language, and mathematical skills appropriately. For example, staff listened to and supported children as they counted and used numbers in their play, and discussed volume and quantity as they collected mud for their pies. This means children are adequately prepared for the next stage in their learning.

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

The key-person system is well embedded. This helps to enable children to feel emotionally safe in the kindergarten and supports children's well-being. Management and staff provide children with healthy snacks and discuss with children the importance of healthy eating. However outdoors, children washed their hands in a communal washbasin that had dirt in it. Additionally, some children used the same water to wash their faces and they had one shared towel from the floor to dry their hands. This does not fully protect their health or prevent cross-infection. However, the effect on children has not been significant due to the arrangements for washing their hands when they move back indoors. Children enjoy the outdoor area. For example, they used their imagination, by pretending to be on a stage or building a tractor. However, opportunities to fully promote children's emerging literacy skills are not fully developed.

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

Management and staff have all attended safeguarding training and have a secure knowledge of the child protection procedures. However, the record of children's arrival and departure times throughout the day are not completed. Management and staff have suitable opportunities to meet and discuss their practice. However, management has not yet implemented robust procedures to monitor the quality of the teaching and learning. For example, they do not ensure that staff have regular induction, coaching and supervision to help identify any further training needs. Consequently, not all children make good progress. Management has not fully identified their strengths and areas for improvement using the self-evaluation process. This means that action to tackle areas of identified weakness is not fully in place.

Setting details

Unique reference number	101629
Local authority	Gloucestershire
Inspection number	835617
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	39
Name of provider	The Kindergarten Committee
Date of previous inspection	29 June 2011
Telephone number	01453 843371

The Kindergarten opened in 1993 and is situated within The British School in Wotton Under Edge, Gloucestershire. The Kindergarten is open term time only on Monday from 9am to 1pm, on Tuesday and Wednesday from 9am to 3pm, and on Thursday and Friday from 9am to 12pm. There are five members of staff, three of whom hold appropriate early years qualifications and two are currently undertaking a scheme to gain an appropriate qualification.

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