

Ipswich Private Kindergarten Limited

901 Woodbridge Road, Ipswich, Suffolk, IP4 4NX



Inspection date

Previous inspection date

5 August 2015

12 February 2009

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		Good	2
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:

- The kindergarten does not have consistent procedures for obtaining parents' written permission to administer medication to children.
- Opportunities to work in partnership with other settings that children attend, have not been fully explored to ensure all children are supported to make best progress.
- Practitioners do not always make best use of resources which promote technology and musical skills. Equipment, which extends children's critical thinking and creative skills is not consistently matched to enrich children's experiences in the pre-school room.

It has the following strengths

- The quality of teaching is secure. Practitioners understand how children learn and generally use their expertise to provide children with exciting learning experiences.
- Children are keen and active learners who enjoy their kindergarten experiences. They are provided with good opportunities to guide much of their own learning, as well as participating in well planned adult-led activities.
- Children settle well in the kindergarten. They form warm, close relationships with the adults caring for them. Children are effectively supported by their key persons as they develop in age and ability and move between the kindergarten rooms.
- Practitioner's demonstrate secure knowledge of their responsibilities with regards to child protection.
- Partnerships with parents are good. Parents spoken to during the inspection are very complimentary of the kindergarten procedures, and the friendly and professional practitioners.

What the setting needs to do to improve further

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

- obtain parents' written permission to administer all types of medication to children.

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

- strengthen partnerships with other early years settings that children attend, to ensure a consistent two-way flow of information is maintained, so that children are fully supported in their learning
- focus more precisely on the planning of resources in the pre-school rooms which promote technology, discovery and music, ensuring that they are matched appropriately for children of this age to excite them and enrich their experiences.

Inspection activities

- The inspector observed activities in all of the playrooms and the outside areas.
- The inspector held discussions with the assistant manager, the deputy, room leaders and practitioners throughout the inspection. She also spoke to children in each of the rooms.
- The inspector looked at records which included children's details, accident and medication records, daily attendance registers, information about children's learning and development and a selection of other relevant documentation.
- The inspector saw evidence of the checks used to assess the suitability of all practitioners. She also viewed a range of qualifications and certificates including first aid.
- The inspector held a joint observation with the toddler room leader to review the quality of teaching within that room.
- The inspector took account of the views of parents spoken to during the inspection. She also took account of written comments shared through feedback questionnaires.

Inspector

Lynn Hughes

Inspection findings

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

Children are keen and active learners. Practitioners encourage children to explore letters, sounds and numbers in a variety of ways and through different materials. For example, they use shaving foam and sand in shallow trays to practise writing the letters in their name. Babies early communication skills are enhanced as practitioners respond enthusiastically to their babbles and sounds, repeating common words and introducing new ones. The range of skills children develop during their kindergarten life, prepare them for starting school. Practitioners generally make good use of the environment and resources. However, some of the equipment to promote technology and music in the pre-school room is too basic and not well matched to enhance the experiences of children of this age.

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

Children are settled and comfortable in their surroundings. Parents are encouraged to play an active role in settling their children into the kindergarten routines so that children's early experiences are positive. Children behave well and understand the kindergarten boundaries as practitioners remind them calmly. For example, they know that it is important to clear some of the toys away at times during the day, to create a safe space to play. Children's health and well-being is generally well promoted through clear procedures and proficient practice. However, the weakness identified in obtaining parent's written consent to administer each type of medication, has a negative impact on the kindergarten's ability to fully promote children's well-being. Children enjoy a very healthy and well-balanced diet. Meals are cooked from fresh ingredients on site. Children's physical well-being is effectively enhanced. Practitioners provide good opportunities for children to experience fresh air and exercise in all weathers.

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

The management team are well established and support a large number of well-qualified early years practitioners. Monitoring of planning and assessment is accurate and provides a good overview of the progress of all children. Record keeping and policies are generally secure. However, parent's written permission to administer medication, for example, when children have a high temperature during the day, is not in place. Some parents provide verbal consent during a telephone conversation, but have not provided this permission in writing. Practitioners are effectively supported to fulfil their roles through regular supervision and appraisals of their work. They are encouraged to pursue further training, including in-house training, which covers a range of subjects. Effective use of self-evaluation, ensures that practitioners and management keep a sharp focus on most areas for improvement. Partnerships with parents are secure. However, links with other early years settings that children attend are not secure enough to enable key persons to effectively support children's learning that happens in other areas of their lives.

Setting details

Unique reference number	251762
Local authority	Suffolk
Inspection number	866581
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	86
Number of children on roll	139
Name of provider	Ipswich Private Kindergarten Limited
Date of previous inspection	12 February 2009
Telephone number	01473 406140

Ipswich Private Kindergarten Limited was registered in 1998. The kindergarten employs 28 members of childcare staff. Of these, 26 hold appropriate early years qualifications at level 2 or above, including two with Early Years Professional status. The kindergarten opens from Monday to Friday for 51 weeks of the year. Sessions are from 8am until 6pm. The kindergarten provides funded early education for two-, three- and four-year-old children.

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